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THE
# WESTERN JOURNAL OF EDUCATION
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## Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seen inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

MEETINGS

Bay Section the California Teachers' Association, Minnie Coulter, Santa Rosa, President; A. J. Cloud, San Francisco, Secretary. Meeting, April.

National Educational Association will meet in Oakland in August, 1915. David Starr Jordan, President.

Northern California Teachers' Association, R. W. Camper, President; Williams, Cal.; Mrs. Minnie O'Neil, Sacramento, Secretary.

Central California Teachers' Association, J. E. Buckman, President; Mrs. M. E. Bernstein, Hanford, Secretary.

Southern California Teachers' Association, C. H. Covell, President, Redlands; J. O. Cross, Secretary, Los Angeles. Meeting for 1915 at San Diego.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Margaret E. Schallenberger, Commissioner Elementary Education; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Education.

State Board of Education, William H. Langdon, President; Mrs. O. Shepard Barnum, Lawrence E. Chenoweth, E .P. Clark, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

### Legislature Once More.

Once more the two houses of the State Legislature, with its swarms of employes, lobbyists, onlookers and camp followers, fills the capitol full to bursting. They met on January 4th, and will continue for thirty days or less, then adjourn for thirty days and go home for meditation and prayer, then reassemble to pass on the bills previously introduced. This second session lasts for an indeterminate period, probably two or three months.

The importance of the Legislature consists in this: it makes the rules of the game —the game of Life. It makes the rules that prevent the strong from tyrannizing over the weak—sometimes. It tries to make laws giving every one, rich and poor, a fair chance, to hold back the hogs and give the down-trodden their opportunity. It tries to do this—with indifferent success.

* * *

### Well Nigh Impossible.

For, the task is an impossible one. In the nature of things it can only be partially successful. It deals with human nature, strange, unaccountable, brutal, childish, selfish, bullying, insolent, extravagant, unreasonable human nature. The legislature and the people are like the bank vault and the burglar, or, to give it a martial twang, like the armor plate and the cannon. As fast as one grows stronger and more secure the other becomes correspondingly more cunning and efficient. The net result upon life is the same.

So our legislature in attempting to control and justly govern the great, silly, strong, ignorant, weak, wise, cowardly, noble thing called The People is up against an impossible proposition. It can't be done—only half done.

### Yet Remember.

Still, it is well to remember that our scheme of law making, with all its faults and failures, is the best and safest that has been devised in the long march of humanity from savagery to the present stage of partial civilization. It is our own scheme, too, evolved and worked out of Americans, by Americans for Americans. Its heart and soul is the idea that the people themselves—the men and women who work and trade, who eat and drink, who have the children, who own the land and shops and stores, all the folks who live there—shall accept the responsibility, go ahead and do their own governing.

This often excites the sorrow and the despair of the wise and good. They see that this leads the rag-tag and bob-tail into unaccustomed places, where they make many mistakes, do many wasteful and foolish things. The wise and good are always ready to point out the absurdities, the inconsistencies, the inefficiencies of government by the inexpert people. They are glib of tongue and skilled in argument to prove that they themselves could govern much better and cheaper than the rag-tag could possibly do.

* * *

### But Look Here.

It is freely, fully acknowledged that the wisest and most expert of the people could govern the rest of them much better than they can do it themselves. Why not, then, let them do it, and get the most efficient government possible?

Because human nature is what it is. Your experts in a generation become bureaucrats, tyrants. Free America accepts the responsibility, goes ahead, learns by doing, profits by her own mistakes, is keenly alive to and interested in her own governmental affairs. Thus, the whole people advance slowly, slowly, happy in their progress, disregarding alike the uplifted eyebrow of the elegant diplomat, the jibe of the expert, and even the sorrow of the good and wise.

In all this they are right, in the large view. It is the logic of events. That is what makes America different. That is why it is the land of hope to the more expertly governed men and women all over the world.

### Wherefore the Legislature.

Wherefore, we have the Legislature at the State Capitol, making the rules of our life as best they can. Some are intelligent and unselfish and brave. Some are ignorant and narrow minded. Some are sheep, some are goats, some are wolves, some are foxes, some are bears. Some are anxious and pinched with penury, some are fat and liberal and easy going. Some have the manners of a Chesterfield and some of them eat with their knives. All these fitly and properly represent the people of California. Not the best people, mind you, not the people as they ought to be or as you would like to have them but the people as they are.

So let us leave them in peace to struggle and scrap and smoke and sweat for another

THE BYZANTINE DOORWAY, PALACE OF EDUCATION

Geo. H. Perry, Director of Division of Exploitation, is making a splendid feature of the educational characteristics of the Panama-Pacific International Exposition. The above picture of the Byzantine Doorway to the Palace of Education is but a glimpse to the marvelous development in education, art, social and industrial sciences of the Jewel City. The 1915 Exposition will excel all previous fairs in educational values.

three months, in their efforts to turn out the best set of imperfect rules that the people of California deserve at the present stage of the game.

* * *

**How About Artichokes.**

Last year I sent out artichoke plants to several hundred readers of this column, as long as they lasted. It was astonishing how many people were glad to try them. There has been very little report how they succeeded. It would be interesting to know where they thrive and where they fail. Do they grow in the high mountains? On the hot deserts? In the snow?

My two rows seem to be sending up abundant suckers this year and I shall be glad to send half a dozen to any one else who wants a start—as long as they last. Any time is good to plant them out until hot weather sets in. They produce an enormous amount of good food with very little effort.

* * *

**Himalaya Blackberries.**

Another plant, marvelous in its vitality and its growth, is the Himalaya Blackberry. It has become so common in this State that every one is probably familiar with, even if its name is lost. It is so widely planted for commercial purposes that it would not be a novelty to any one.

It is one of Burbank's creations, a seedling from Asia improved by selection. Its canes will grow as thick as a shovel handle and stretch out for hundreds of feet in the aggregate. Three plants in the second year will produce milk pans full of luscious fruit. But mind this: don't pick them when they are merely black. Let them hang till they are over-ripe and drooping, being sour otherwise. If any one cares for them, I'll send half a dozen on the same terms as the artichokes.

# The Survey of the Uplift Field

*By Frederick Olschewski*

**BERNHARDI AS EDUCATIONIST.**

A few years ago the name of Bernhardi was unknown to us except by a few military writers and specialists; he now is quoted by every journalist and pamphleteer as the embodiment of aggression and unscrupulous militarism, though few of these can have studied his writings. A translation of his "Germany and the Next War," would lead one, however, to think that the devil is not as black as he is painted. His views in the chapter, "The Army and Popular Education," are with some reservations, pedagogically sound, and his structures on German elementary schools point out certain defects elsewhere recognized as such. (1) He denounces big classes and demands attention to the individual. (2) "Religion" has the lions share in the curriculum—four to five hours a week in every class, and it is formal and dogmatic—the catechism, the periscope, and hymns learned by heart. There is no attempt to make it a spiritual or moral influence. (3) "Realien," which include history, geography, nature study, and science, are begun late and have only six hours a week assigned to them. (4) Education stops at fourteen, and compulsory continuation schools are to form not only the soldier, but the citizen and the complete man. He warns against devotion to games and sports, and he looks on the clamour of trade unions and laborers for shorter hours, as a sign of softness and degeneracy. He would have no schools for children under eight, and he condemns mixed classes of any age. He holds that the main object of history is to teach patriotism. As an educational reformer, General Bernhardi forms an amusing spectacle.

* * *

**War In Remote Places.**

Not the least sad thing about the war is its action in destroying in its infancy small schools in remote parts of the English Empire. Thus comes the report by the Education Gazette that the private Farm School at Obobogorup, in Gordonia, Africa, has been closed, because the place has been captured by a German force. Although the Germans have a reputation for excellent schools, yet in times of war schools are a secondary consideration and those of the enemy particularly. Ruthless destruction stops with neither schools nor churches provided only they belong to the enemy.

**Schools Like Denmark for the United States.**

That the Danish folk high schools for "Grown Ups," which have made possible the recent wonderful development in rural Denmark, can be successfully transplanted in modified form to the United States, is the conclusion reached by H. W. Foght of the United States Bureau of Education, after a close study at first hand of the Danish schools and American rural conditions. In certain portions of the United States, known as the South Atlantic Highland, and consisting largely of the mountain districts of a number of our Southern States, these schools can accomplish what they have accomplished in the rural district of Denmark. These sections are not necessarily behind other parts of the country in education, but it is a fact that much illiteracy prevails, and the peculiar local conditions would make some institution like these Danish schools particularly desirable.

In the United States there is considerable danger of going to the extreme in the immediate practical and technical. This would be done at the expense of our agriculture, and although the vocational schools are necessary, they are yet insufficient to make us a great agricultural nation. We need schools in the United States that teach a greater love for the soil, and make the country people the peers of their city brethren. Such a system of rural schools as Denmark has developed, may hope to accomplish that object.

* * *

**Latin American Trade.**

Hasty interpretations of economic results of the war in Europe have resulted in two misconceptions regarding the effect on our oversea commerce. The first conclusion, rather short lived, held to the view that the military embroilment of Europe spelled commercial opportunity for America. This was quickly dissipated by the realization that reduced competition in neutral markets could not atone for the loss of our best customer.

The second fallacy relates to Latin-American trade. In most discussions of the extension of our commerce the newly aroused manufacturer, the progressive editor, the patriotic layman, spoke in glowing terms of Latin-American trade. It mattered not that Europe in normal years buys sixty per cent of all we have to sell; that Latin-America at best takes only twelve per cent; that Canada, of whom we hardly think as a foreign customer, buys more than South America and Central America combined. But too much optimism often leads sober judgment astray. The establishment of proper banking and credit systems in these countries and the development of their almost boundless resources must precede or at least run parallel with our aggression on Latin-American trade, and then gradually we may see it grow.

* * *

**Intellectual France and Germany.**

Le Temps, Le Figaro, La Guerre Sociale and other French papers have been full of answers to the article written and signed by Eighty-nine German professors, scientists and theologians, called "Intellectual Germany to the Civilized World." One of the many theses of the public letter is that German culture would never have been able to establish itself or make headway if it had not been for German militarism. The French writers very naturally answer that the influence of Beethoven, of Kant, of Goethe, was strongest at the time when German militarism was practically non-existent.

It is disheartening, exclaims the American Association for International Conciliation, how completely immediate events have been able to reverse the opinions of these men of intelligence. One of the signers, Professor Forster, protested publicly in 1912 against the glorification of war and warlike policies. Professor Ernest Hoeckel in his "History of Natural Creation," wrote a vigorous arraignment of militarism. Only last year Professor Suderman expressed his conviction that warlike preparations against France were unnecessary.

But at the point when practicability tests the soundness of theory, the theoretic dreams fall meaningless to the ground, and like the above intellectuals we fall back to the truth that self-preservation is the first law of nature. The American Association for International Conciliation holds to the belief that a few military leaders are able to deceive the most keen and intelligent of their countrymen; but the fact of the matter is that these military leaders have on their side the plain undiluted truths of nature.

**The New Type of Truant Officer.**

The old idea of the truant officer as a "kid cop" is passing away, according to W. S. Deffenbaugh, of the United States Bureau of Education, who has recently been in conference with attendance officials from all parts of the United States. The new truant officer, according to Mr. Deffenbaugh, is a man of entirely different type, quite frequently, in fact, a woman. In several cities a large percentage of truant officers are college graduates; in other cities they are men and women with experience as social workers; but whether college graduates or not, they are required to know and understand the home conditions of school children.

Attendance officers of the new type are interested in removing fundamental causes of truancy, rather than merely to catch the offenders, and they find the chief cause of failure to obey attendance laws to be inadequate family life.

The association urges that juvenile courts be given definite authority to place parents as well as children on probation for truancy and delinquency, as well as various other reforms. Some of these, as for instance certain marriage restrictions and uniform divorce laws are a bit impossible, but we can overlook their too great zealousness, and be thankful for the fact that the truant officer is becoming something more than just a "cop."

**CALIFORNIA TEACHERS' ASSOCIATION—Southern Section.**

The institute of the City of Los Angeles, the institute of the County of Los Angeles and the Institute of Long Beach, including the Southern Section of the California Teachers' Association were all held December 21 to 24. The speakers outside of the membership were:

Charles H. Judd, Ph. D., Head of Department of Education, University of Chicago.

Henry C. Morrison, Ph. D., State Superintendent of Public Instruction, New Hampshire.

Sophonisba P. Breckenridge, Ph. D., J. D., Assistant Dean of Women, University of Chicago, and Director of Research in Chicago School of Civics and Philanthropy.

William T. Foster, Ph. D., President of Reed College, Portland, Oregon.

David P. Barrows, Ph. D., Dean of the Graduate School, University of California.

Thomas Forsyth Hunt, Sc. D., Dean of the College of Agriculture, University of California.

John W. Gregg, Professor of Landscape Gardening and Floriculture, University of California.

Oliver Martin Johnston, Ph. D., Professor of Romanic Languages, Leland Stanford Junior University.

Jesse D. Burks, Director of Efficiency Department, Los Angeles.

Will C. Wood, State Commissioner of Secondary Education.

Edwin R. Snyder, Ph. D., State Commissioner of Vocational Education.

Margaret E. Schallenberger, Ph. D., State Commissioner of Elementary Schools.

A. E. Winship, Ph. D., Editor of New England Journal of Education.

Miss Lutie E. Stearns, Librarian and Lecturer.

Harr Wagner, Editor Western Journal of Education.

The attendance at the general sessions and at the section was large and the teachers attentive and enthusiastic. The teachers of the southland certainly enter into the spirit of the meetings. Dr. Judd, Supt. Morrison, Dr. Sophonisba P. Breckenridge (who made good in spite of her first name) and Dr. Foster were efficient on the various topics discussed.

Mrs. Susan Dorsey presided at the meetings of the California Teachers' Association with rare skill. Her administration is another proof of the efficiency of women when given the opportunity to fill any position of honor and trust in the teaching profession.

A special feature of the convention was the school masters banquet. Excellent speeches were made by Judd, Morrison, Foster and Dr. Winship.

A notable feature of the program were the resolutions as presented by Horace Rebok. As a survey, as a declaration of educational principles, as representing the best educational thought of the day they have never been surpassed.

Among the resolutions of general interest were the following:

Third. We endorse the efforts of the University of California in extending its usefulness by incorporating into the educational system of the State a division of University Extension, and we hereby request the Council of Education to petition the Legislature to provide adequate State support for University Extension work. We also commend to the attention of the University of California the advisability of establishing summer sessions of the University in Southern California.

Fourth. Believing that the enactment into law of the proposed "North-South" Child Labor Bill, elevating the standards and conditions under which child labor may be performed, approved by the social workers of Northern and Southern California, and by the National Child Labor Commission, will conserve the child welfare of the State, we respectfully, but urgently, call upon the Legislature to incorporate the essential provisions of said bill into the laws of the State.

Fifth. That this Association endorse the bill proposed by the National Commission on aid to vocational education, to be introduced at the present session of Congress, the object of said bill being to secure Federal aid for vocational education.

Eighth. The California Teachers' Association, Southern Section, takes pleasure in extending a cordial welcome to the State and in sending greetings to the Honorable Henry Sabin, LL. D., long-time State Superintendent of Public Instruction of the State of Iowa and former President of the Department of Superintendence of the National Association, who is passing the twilight of an honorable old age at four score and six years in the sunshine and pleasures of Southern California at La Jolla, and that we hereby express our appreciation of his life of devotion and service to the cause of education, with such kindred spirits as Dr. William T. Harris, James M. Greenwood, and Francis W. Parker in a generation that laid deep the foundation of education in the young states of the Middle West.

C. H. Covell of Redlands was elected president, and J. O. Cross of Pasadena, secretary.

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**San Diego County Institute.**

Supt. Hugh J. Baldwin held his institute at San Diego, December 21, 22, 23, 24. The meeting marked the closing of Supt. Baldwin's sixteen years of service to the county of San Diego. It was an epoch of devoted intelligent and effective work.

The teachers showed their appreciation of his services by presenting him with a beautiful gold watch, and a parchment scroll with their names inscribed. The people of the county expressed their good will in the election by giving him a big majority and boost for the office of Superintendent of Public Instruction. During Baldwin's term he initiated many things for the benefit of the rural schools. He gave credit for work of educational character outside of the course of study. He appointed as deputies high school principals to supervise neighborhood schools. His work along educational lines was a hundred per cent efficient. Among the special features of the institute were the psychological lectures by B. Fay Mills, the music under direction of James V. Kelleher, and a number of interesting addresses by John F. West, Supt. Baldwin's successor, George F. Staat, Edith Bonestell, W. A. Pratt, Geo. M. Sheldon, Judge Craig, F. F. Martin, Mrs. J. Wade, McDonald, and Miss Jane Butt. Harr Wagner, editor of Western Journal of Education spoke on "Touchstones in Literature" and "Twenty Years After." He called attention to opening of the first summer school in 1892 for teachers under the auspices of the County Board of Education, the establishment of Arbor Day, the preliminary work in establishing the State Normal School, and in closing said, "I left San Diego in 1895, a broken down boom town. I come back in 1915 to find it an ideal dream city."

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**A Splendid Resolution for 1915.**

Resolution passed by State Humane Association of California at annual convention, September 1914:

"That we put ourselves on record as believers in peace education, and that we demand the repeal of the California law which promotes military drill and war spirit in the public schools as a part of the training therein; and that we commend the great number of school officers and teachers who prefer the splendid discipline of the gymnasium to the organization of cadets in their schools.

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Note.—The recent legislature enacted a law which requires Boards of Education, Trustees, etc., to give preference to books compiled within and printed and published in California. The law applies to the above book. Boards of Education should patronize home industry provided of course that the books have merit.

# The School Teachers' Page

*Eliza D. Keith*

### A WORD OF ENCOURAGEMENT.

A country school teacher writes: "I enjoyed your recent article in the Western Journal of Education. We are using Bailey's Mental Arithmetic every morning; we drill and have drilled on the combinations you mention. I read your article to my eighth grade. I keep Robinson's arithmetic on my desk and have thoroughly drilled the children in the five cases in percentage. They do well with the formulas and find them a great help. The children enjoy them too."

Some of the old ways are not so bad after all.

" 'Twas Solomon of old who said,
Try all things. Keep the best,
And when you've found the thing that's good,
Just fling away the rest."

### An Increasing Emphasis Upon English.

It is encouraging to note the increasing emphasis that is being placed upon the necessity for at least a working knowledge of the English language. The time has passed when it will do to tell a young man "to use good English," and let it go at that, or when pedantic pedagogues can imprison thought in the mere technicalities of grammar.

Colleges are devoting more time to what is called business English, and some of the best books that have ever appeared upon the subject of applied language have appeared within the year. One of the most striking of these is "Business English—A Practice Book," by Rose Buhlig, of the Lake High School, Chicago, and published by D. C. Heath & Co., Boston.

Without the interruption of quotation marks let us take the thoughts wherever we find them. First, the author's aim has been to teach the art of using words in such a way as to make people think and act. To use our language effectively, it is necessary to have an understanding of its elements. Much space is therefore devoted to word-study and English grammar. The people engaged in business are, generally speaking, woefully weak in the grammar of our language.

Business English is the expression of our commercial life in English and is not synonymous with letter-writing. First there is oral expression, important because so many of our business transactions are conducted personally. Salesmen, both stationary and traveling, earn their salaries by talking convincingly of the goods they have to sell. Complaints are adjusted, difficulties are disentangled in personal interviews, great affairs are personally discussed; oral English is essential in business life.

Second, written expression is an important part of business English, and takes account of the writing of advertisements, circulars, booklets, prospectuses, as well as letters. Oral English is fundamental in the preparation of these.

Rose Buhlig has clearly shown how much easier it is to talk well, convincingly, persuadingly, than it is to write well. In writing one is confronted with the necessity of putting the best thoughts into the clearest, most concise language, at the same time obeying the rules of spelling, punctuation and grammar.

How to do this, Miss Buhlig shows with more than a passing reference to the dictionary. Evidently she is not one of those educators who believe in "getting the meaning from the context." Her advice is to focus the attention upon each new word, then look it up in the dictionary to fix its spelling, pronunciation, and definition.

Emphasis is laid upon the importance of correct pronunciation, and a table of diacritical marks as given in Webster's International Dictionary forms part of an early chapter. A chapter is given to word analysis, the importance of this branch of English being fully appreciated. In fact, the first section of Buhlig's "Business English" covers the work which should be given in the grammar schools. The third section deals with certain types of business, and supplies live material for the pupil's use.

### The Technique of the Mystery Story.

Here is a book by Carolyn Wells, with an introduction by J. Berg Esenwein, and published by the Home Correspondence School of Springfield, Mass. (by mail $1.62), that will both enlighten and delight the lover of tales of mystery and will prove an invaluable assistant to the student of literature. Just note what are considered in this book. The Eternal Cinous,—early riddles; the passion for solving mysteries; the Literature of Mystery; the rightful place of the mystery story in fiction; the History of Mystery, ancient mystery tales; ghost stories; riddle stories; the nature of the riddle story and its types; detective stories; the detective; devious devices, footprints and finger prints. Murder in general—the mysterious disappearance. Persons in the story. The handling of the crime; the motive; the evidence; structure; plots; the use of coincidences; women as writers of detective stories; final advices. These are just a few of the topics carefully considered by Carolyn Wells, who is herself no mean exponent of the art. This book, "The Technique of the Mystery Story," is charming in its style, in its material, in its analysis of famous stories, and in the thoughts it suggests. I can only say that I sat up till after one o'clock reading it, and when any book can so hold the attention of a veteran reader like myself, and can keep awake till the wee sma' hours a tired school teacher who should have been asleep hours earlier, that book must be something at least out of the ordinary. It seems as if stories, dramas and photo-plays would be better understood, appreciated and enjoyed by one after reading this book, and that lawyers, detectives, as well as authors and students of literature could be profited by its perusal.

### "A Brief English Grammar."

Is the title of a little book—not fifty pages all told, published by the A. S. Barnes Co. of New York, and written by H. S. Alshouse, Principal of Boswell, Pa. High School, with the assistance of Minnie R. Root, Jamaica High School, New York City. It is a neat little book, both typographically, and as to size and binding, all for a trifling sum, twenty-five cents, was it not? The authors modestly state that they have put out this little book in the hope that it will fill a want which many teachers and students have felt for a brief review of grammar that shall present in small compass the essential elements of English construction. The terminology is in accordance with the recommendations of the New York City Association of High School Teachers of English. An abundance of drill material and exercises for practice have been inserted. "A Brief English Grammar" has everything in it that a language teacher needs to know, should teach and ought to have at the tip of her tongue. The book is guiltless of the padding of the usual school text; a concise definition followed by illuminative examples is its chief feature, and not the least of its attractions is the summary of definitions to be found at the close of the book.

Boards of Education could not do better than to place a copy of this tiny text upon the desk of every school teacher. The teaching of English should not be confined to one special period, nor to a special teacher. Every study, every lesson, should be subjected to a quick, grammatical analysis, the skeletonizing of the statement so as to obtain the main idea . It is a mistake to use grammar only as a text book exercise. The value of all principles lie in their appreciation.

### Literary Ignorance Among Would-Be Journalists.

The annual report of the president of Columbia College has a section dealing with revelations of ignorance among those specializing in training for journalism.

And this ignorance is among undergraduates, and graduate students of Columbia University itself. These embryo journalists have but meagre knowledge of modern languages, other than English, although for years these students have been studying modern languages in the secondary schools and in colleges. Allusions to Biblical characters, say Samson or Judas or Joan of Arc, or to characters of fiction like Don Quixote, or Mr. Pickwick, are not understood when met in the assigned work of the school of journalism.

In the opinion of many, mastery of the art of illusion and quotation counts for naught. They say, "Better be contemporaneous; adjust style and thought to readers or hearers who have been educated only vocationally, and chiefly in applied science, who distrust all play of the imagination and whose main reading is informational in type and ephemeral in form.

### A Return to Cultural Ideals.

On the other hand, at Amherst College the authorities have decided to return to the older American cultural ideas of education, which included knowledge of the Bible, and of history, ancient and modern, and also of good literature.

### Why Literature Suffers.

To quote from an Eastern exchange:

"Literature as well as ethics, suffers from popular ignorance of the Bible, and nations that have given to the people widest circulation and freest use of inspirational literature by way of church and school, have in turn the most constant supply of great literary artists, whatever may be their medium."

# State Federation of School Women's Clubs

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In spite of our long-anticipated trip being cut short by a very unexpected war, and our being compelled to remain in Berlin for seventeen days, where we heard the tramp, tramp, tramp of soldiers night and day, the impression of some of the pleasanter experiences have remianed with me and are the subject of this article.

Though we as a nation have made such progress along certain lines, there are many things which we should do well to learn from the older nations. The most noticeable of these is courtesy to strangers.

Wherever we turned in Italy, Switzerland, Austria, Germany or Holland we were treated with the utmost kindness and courtesy. On entering shop, gallery, museum or hotel, we were greeted with "Bon Jour," and on leaving with "Au Revoir," or their equivalents. If we needed direction it was not too much trouble for the citizens addressed by us to go blocks to show us our way, or to find some one who could understand English or our poor French or German.

While in Vienna we learned that on account of the war, the Emperor Franz Josef was to return from his country home to his summer palace in Vienna. We wished to see him as well as the crowd of citizens who would be assembled for miles along the avenue leading to the palace. We asked the porter of our hotel to get us a "taxi" and instruct the chauffeur that we wanted to see the Emperor. The chauffeur spoke not a word of English, and not one of the six of us spoke a word of German, but pantomime is a splendid medium of communication. Within three-quarters of a mile of the avenue we were stopped and compelled to walk the remainder of the distance.

The crowd was massed on each side of the entrance to the palace grounds, and on each side of the avenue, and our chances for seeing seemed very slim; but our chauffeur spoke to a mounted guard and led us through a crowd in which no one dared to push or shove. To each guard he spoke and led us on until we were in the front row, while he had to stand back with the people on the edge of the sidewalk. Of course, our view was excellent, and I have never seen such an orderly crowd. The guards gave their orders in a very quiet tone, and there was no pushing and no rope was necessary to keep the spectators in their places. But our curiosity concerning the magic words used to get us such a position was not to be satisfied until we reached our hotel where our porter could be interpreter. Then in a very modest matter-of-fact manner, our chauffeur said to our porter that he had told the guards that were six American ladies who had come specially to see the Emperor.

Neither in large cities nor in small towns did we see idlers standing on corners or in front of cigar stands or saloons, staring and commenting about passers-by.

Courtesy is not reserved for strangers only, but is also extended to each other. The men raise their hats and bow very graciously to each other as well as to the ladies, while the pretty custom of raising a lady's hand to his lips on parting is still the privilege of the gentleman.

So much has been said about the strenuous life of the Americans, but we cannot fully appreciate the truth of the epithet, until we have had glimpses of the leisurely enjoyment of the people of Europe. How many of our leading citizens would think of taking a couple of hours from business in the late afternoon to visit with their friends while promenading the streets or enjoying an ice cream soda or cup of coffee. Yet this is exactly what we witnessed every day. The many cafes were crowded from four until seven with men and women, enjoying light refreshments without the meaning glances of a waiter, though they lingered an hour or so over a cup of coffee or glass of beer. Another very pleasing feature about these cafes is the entire absence of flies, although they are wide open and in many places the tables and chairs are on the sidewalks and even in the squares.

Perhaps this hour of relaxation enables them to work better, for all work is well done, and every duty is carefully performed.

Then on Sundays we found the art galleries crowded with the working class mostly, even the poorest of whom is permitted to enjoy the great masters free on Sunday. We saw many young boys and girls visiting these galleries where they were becoming acquainted with the best in art.

There is just one more observation of which I must speak. We have heard much the last few years about the "Conservation of resources." Through necessity the people of Europe have certainly gotten conservation down to a fine point. If a tree is cut down, one or two must be planted in its place and not the smallest twig of the hewn tree is wasted. These twigs, which we usually burn in a brush pile, in the street to get rid of, are made into brooms with which the streets are cleaned.

The use made of the streams and all bodies of water is wonderful. While the small mountain streams as well as the large rivers have their banks walled with rocks and cement to keep the water from changing its course or washing away treasured soil or road.

Whatever is built is built for centuries, and we felt that the skill in road building and other construction work of the old Romans had certainly been handed down with their empire. From Sorrento to Amalfi we rode for twenty miles over a magnificent road that was originally constructed by the Caesars. There is no finer piece of road anywhere and the scenery is not to be surpassed.

In spite of the lack of some of these virtues, we were glad to reach beloved California, God's country, of which we can justly be proud. We heard many complimentary remarks about California, but none more pleasing than the following:

"So you are from California. That is the State where the people are so loyal."

S. MAUD GREEN,
President Sacramento School Women's Club.

* * *

Down south our sister city boasts a remarkable organization, "The Los Angeles City Teachers' Club," one whose tremendous solidarity has worked wonders in gaining recognition of the grade teachers and their needs and improving conditions generally. Some day we hope to tell the story of its organization. Meanwhile we content ourselves with quoting from its live "Bulletin" something commendatory of ourselves: "The Western Journal of Education is to be congratulated for having a department so ably conducted as that of the State Federation of School Women's Clubs," and extending to the members of our State Federation a most hearty New Year's greeting in akin spirit to that written by the editor of "The Bulletin" to the twelve or thirteen hundred members of the Los Angeles City Teachers' Club which is so fine that we give it herewith:

"We greet you heartily, dear friends, at the beginning of another year.

"There is a pleasant sense of newness and freshness about writing 1915 in the date line that reminds us of the enthusiasm with which we used to begin a new copy book when we went to school. How fresh and clean the pages looked! And how willing we were to lay aside the old book with its blots and unsightly places! We cannot help feeling a little that way about the new year and the old. We know that in reality time is continuous, that life is really all in one piece, but it helps to mark it off into periods —to feel that we have done with one part, and may start on a part that is fresh and new. Should we not deal with the old year's blots and blemishes as we did with those in the old note book, which were forgotten when it was discarded? Let us not hamper ourselves with our past this year, but face the future with the fresh enthusiasm of children. Let us renew our youth. The Fountain of Youth was not a myth, but the mistake was to look for it in the physical world instead of in the spiritual world. There is a fountain of living water of which we may drink daily "without money and without price."

* * *

The delightful article on the Santa Cruz School Women's Club which appeared in the December issue of "The Western Journal of Education," was written by Miss Mabel Merrill, the able president of the Santa Cruz School Women's Club. Through an oversight her signature was omitted.

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# Everything the School Needs Under One Roof

*By Frederick Olschewski*

In the summer of 1914 began the construction of the Schwabacher-Frey Stationery Company's building facing one entrance on Market street and another on Second street. This building was constructed for the purpose of becoming the home of publishers and dealers in school supplies, and is now occupying such firms as the Pacific Coast Branch of Ginn and Company, the Pacific Coast branch of Milton Bradley Company, and the Schwabacher-Frey Stationery Company.

All of these firms engaged in the school supply trade, and publishing business, have collected under one roof, in order to facilitate the shipping of orders from a well located center and to accomplish it with less labor and expense, and with a saving of considerable time. To the rural school this means a saving in the expense of shipping, and consequently lower prices in school materials. Also it saves no small amount of labor to the teacher or school official who personally comes to San Francisco to purchase the supplies for his or her school, and finds everything from a pen to a high school or elementary text book in the same building. To facilitate and render less expensive the pursuits of commerce is after all the first aim of our commercial propaganda.

**The Schwabacher-Frey Company,** who built the building, because its expanding business required more room, is the successor to the old firm of Le Count Bros., organized in the early fifties, and who continued to do a stationery business in San Francisco until 1905, when the present firm of Schwabacher-Frey Stationery Company became their successor. The fire of 1906 did damage to this firm as it did to nearly every other, but the check was momentary only, and when normal conditions were restored, the firm resumed its business in greater proportions and with greater improvements.

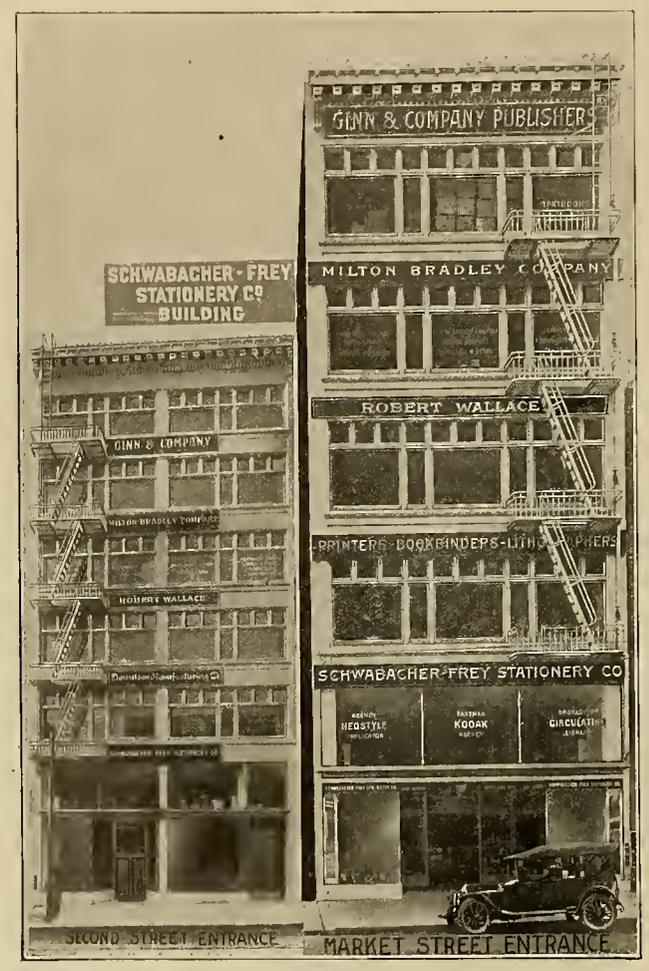
Under their present conditions, and with a stock and facilities commensurate, they will make special efforts to be the leaders in the school stationery business of this State and Nevada. In this they may very likely succeed, when the fact is taken into proper consideration that in 1914 they secured under competitive bids, about 90 per cent of the contracts to furnish stationery supplies to the schools of San Francisco. They are the agents for the Rotary Neostyle, a machine for duplicating purposes used extensively in the public schools, and a large and complete line of school stationery supplies bring them into the foreground as competitors for the State's school stationery business.

Upon a mere request from teachers or school officials they will gladly furnish samples and submit prices of any supplies and back it with the guarantee of their excellent business record.

**Milton Bradley Company.**

Upon the fourth floor of this building is the Pacific Coast Branch of Milton Bradley Company, whose enormous increase in business during the last three or four years forced them to take up the larger and more commodious space of this new building. Here, besides the added facilities for handling a greater amount of business, will be provided certain conveniences for the visiting teachers or school officials who come here to transact business for their schools, in the shape of a rest room with a quiet home atmosphere, and the conveniences that tend to make such a place attractive.

When the Milton Bradley Company, about fifteen years ago, first located its office on the Pacific Coast in small quarters at 122 McAllister street, the kindergartens of the State, whose needs they supply, were chiefly confined to Southern California, with only a few scattered in other parts of the State and some points of the Pacific Coast. But kindergartens have grown rapidly the past few years all through the State of California, in the Bay region, in Southern California, as well as in other districts of the Pacific Coast. Subsequently the company took up quarters at 717 Market street to handle its increased business. The fire of 1906 was only a temporary interruption, and quarters were provided at Grove street in order to continue uninterruptedly to fill the demands of the kindergartens along the Pacific Coast. Subsequently 575 Market street became the home of the Pacific Coast branch of the Company until January 1st of this year.




The large increase of the Company's business under the management of L. Van Nostrand during the last few years was the cause of the last removal, and responsible for the taking of an entire floor in the spacious building of the Schwabacher-Frey Stationery Company. The need of better shipping facilities alone made the step imperative, as well as a larger stock room, in order to handle the increased business and take into due consideration the outlook for the coming year. Recent legislative enactment requires that kindergartens be established in any town upon the petition of twenty-five signatures.

The Milton Bradley Company of Springfield manufacture in their own factory, all of the articles they sell and which the kindergartens need. A great amount of material required from the concern consists of industrial handwork, water colors and crayons, and for the manufacture of the latter a considerable amount of machinery was installed last year in the company's plant at Springfield, so that now they surpass in supplies of this nature.

Their supplies, however, while chiefly for kindergarten purposes, run from that to high school requirements, and the whole stock is here assembled under one roof, to be forwarded as quickly as the order is received. Express, freight and the parcel post are the shipping facilities at their disposal, and room to carry an enormous stock is a great advantage to give efficient service to the schools.

**Ginn and Company.**

On the top floor Ginn and Company—the Boston publishers of school and college textbooks—will be found. Here they have their chief Pacific Coast depository under the management of Selden C. Smith, who came to the Coast as an agent for his company seventeen years ago and was taken into the firm and made Pacific Coast manager in 1909.

All of the firm's business from Alaska to San Diego including Nevada on the east and the Hawaiian Islands on the west is looked after from this office. Two well-known ex-members of the California teaching force are now at work for this company, Harry Linscott being their Southern California representative, while A. E. Shumate represents them in the Northwest. Mr. F. A. Rice, a Cornell graduate, who made his debut as a teacher of history in the Everett, Washington High School, visits the California schools north of the Tehachapi.

Because of the California system of State publication of books for the grades none of the large publishers except Ginn and Company have deemed it advisable to open stores of their own in California as they have done in Boston, New York, Chicago and other Eastern distributing centers.

In January, 1906—three months before the San Francisco fire—Ginn and Company found their business even in California of such proportions as to warrant their cutting away from the depository with which they had been connected for a quarter century and in order to give better service to the high and private schools opened a store of their own at 717 Market street. Although the results of the fire were rather discouraging the company pocketed its loss of a $75,000.00 stock and moved to Oakland for a year returning to their former quarters at 717 Market street when the building had been reconstructed. Here they remained until the further growth of the business de-

manded more room and caused them to take a ten-year lease of the entire fifth floor of this building where they are now located.

No one can walk through their commodious stock rooms and see the large stock of books carried to meet the needs of the Pacific Coast schools without being impressed with the very evident fact that there is still some business for the independent publishing house which in the early days refused to become a part of the school book trust and now refuses to lease its plates to the State Printing Office at Sacramento, believing that either act would in the end lower the standard of their work as publishers and educators. Furthermore, it is evident to one walking by bin after bin and stack after stack of books in this establishment that service is the watchword of this concern and that when a school up in Modoc county wants a copy of one of the many Ginn primers or when the city of Los Angeles orders ten thousand music books, neither are likely to be annoyed by a return post card saying "the books wanted are not to be found in the city but will be ordered from the East."

The Panama Canal is a factor that has done a great deal in building up business for these firms, by a cut in freight rates amounting to approximately one-third. Such cut in expense and increase in the number of schools and attendance, have placed all California schools and dealers in a position to receive from the Eastern publishing houses the discounts prevailing in the East, amounting to 20 per cent of the list price instead of a discount of 10 per cent as formerly given. This enables the California children to get their books at the publishers' list price rather than at an advance of 10 per cent as had been charged in California for years past.

It is the hope of the occupants of this building that, during the Exposition year especially, all of their friends and correspondents will make this building their headquarters, leave packages here, have mail addressed here, and when tired take advantage of the rest rooms which will be provided.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# Sweet Pea Correlations

Several years ago, correlation was very much in favor in the educational world. In that early time, there was an abundance of enthusiasm but very little carefully wrought out practical work. A lesson in artihmetic was a lesson in language, in reading, in spelling, in writing and sometimes it even invaded the domain of history. The unskilled teacher became lost in a labyrinth of possibilities and sometimes never arrived at the subject of arithmetic until the recitation time had passed.

And so it came that correlation fell into great disfavor and teachers were admonished to stick to their subjects. While correlation had failed in practice, there remained those who saw its great possibilities and maintained that the principle was good. Colonel Parker, ahead of his time as usual, stood by the principle of correlation and did a good work in practically and successful demonstrating its value in his own school. It was very largely due to his influence that the idea took root in Chicago. President Harper of Chicago University said that by applying the principle of correlation in the high school and university, two years of the student's time might be saved.

The principle of correlation is now understood as never before and its practice is based on well wrought out experimental work. It is a part of the best educational practice of the time and is still destined for larger more vital interpretations.

The newer subjects of the curriculum are often interpreted in terms of the older subjects. The corn clubs of the Middle West are first of all agriculture in a practical form. But a study of corn touches nearly every subject in the curriculum.

Throughout the great state of California sweet pea clubs have been formed and sweet pea contests held. The grain of mustard seed planted by Mrs. Stebbins while at the University of California has grown into a mighty tree and the end is not yet. This year, there will be a Children's Sweet Pea contest on the Exposition grounds, May 22. We are confident that there will be not less than a thousand entries, possibly a great many more. The sweet pea clubs have taught practical horticulture to the community and the contests have driven the lessons home. In the opinion of the present scribe, it is now time for the sweet pea to enter the course of study and be interpreted in terms of other subjects.

We may get some botany lessons from the sweet pea both systematic and economic. This beautiful and fragrant flower is a member of a large and valuable family of plants the Leguininosae. Many members of this family are nitrogen gatherers. That is the bacteria that work on their roots have the power of fixing free nitrogen from the air.

In these days, the serviceable nitrogen gatherers are the handmaidens of scientific agriculture. The clovers, alfalfa and the soy bean build up the worn out soils. These plants are close relatives of the sweet pea so you can see that the family connections are decidedly good.

The history of the Spencer sweet pea is an illustration of one of the laws of Mendel. The greatest living exponent of Mendelism is Prof. De Vries of Holland, who spent a summer at the University of California. The Spencer sweet peas are about ten years old. They came in as a variation, were fixed through selection and have been developed by cross fertilization and selection.

In 1901, Mr. Silas Cole, the Scotch gardener in the employ of the Earl of Spencer noticed that there was one spike of flowers on the prima donna sweet pea that had fluted edges. He saved two pods of seed from the wavy edged flowers. The next year he planted these seeds. Part of the seed came true to the new wavy edged flower and part reverted to the old hooded type. Again he saved the seed from the waved-edged flowers and planted it. More of the seed came true this time, but some of it reverted to the hooded type. A third time he saved seed from the new type of flowers and planted it. This time all the seed came true. The type was fixed. This fixing of a type by selection is one of the laws of Mendel.

The Spencer type of sweet pea appeared in three different parts of England at about the same time and in every case the ancestor of the Spencer variety was the prima donna. The Earl of Spencer's garden is in Althorp in the midland counties of England in Northampton. The other gardens were in Somersetshire and in Cambridgeshire.

Mr. Cole sold the seed to Mr. Sydenham, a dealer in England. He sent the seed to California and it was due to the possibilities of sweet pea culture here that the Spencer sweet pea seed was put on the market in a short time. California is the seed granary for the world and the world depends on California for its sweet pea seed.

The travels of the sweet pea would make a vital and instructive lesson in geography. But in following out the wanderings of this queen of annuals we might go back to Sicily where the first sweet peas were discovered. Father Franciscus Cupani, a devout Italian monk and an enthusiastic botanist as well, sent some sweet pea seed to a brother monk in England in the year 1699.

At this time Peter the Great of Russia was making a study of foreign nations, William and Mary had come to rule in England, Louis XIV in France was coming to the end of a reign of ruin and magnificence, and the world in general was moving forward. Many valuable correlations might be made and I shall do my readers the compliment of be-

lieving that many of these they will prefer to fill in for themselves.

The sweet pea is a beautiful flower and is good material for a drawing lesson. As Miss Ball would say it has character as well as beauty. It has an interesting history and the main points of that history might be set forth with the brush quite as effectively as with the pen. Better yet we might have an illustrated history of the sweet pea. In the Horace Mann School of New York, the department of drawing joined work with the English department and put out some beautifully illustrated work in English.

I have suggested a few of the many possible correlations. It seems to me that the work on both sides would benefit greatly but just such work as this. The sweet pea contest is educational work. In the Exposition it goes into the Educational building and I hope that besides a splendid exhibit of flowers, we may have a fine exhibit of interesting educational work based on the sweet pea.

LOUISA McDERMOTT,
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THE MISSION INN

The convention of City and County Superintendents was held in the cloister of the Mission Inn, Riverside, Cal. It is the most restful, the most beautiful, the most unique and most interesting place in the West. Frank Miller and his sister, Mrs. Alice Richardson, who look after the comfort of the guests are likewise interesting. Mr. Miller has built that which is typical of the Southland. In the year 1915, the Mission Inn will be a big part of the exhibit we have to offer in the Panama-Pacific International Exposition at San Francisco, and the Panama-California Exposition at San Diego. You have not seen California if you have not seen the Mission Inn.

## THE ANNUAL CONVENTION OF CITY AND COUNTY SUPERINTENDENTS AT MISSION INN, RIVERSIDE, Dec. 1415, 16, 17, 18.

The convention was opened with prayer by Supt. J. W. Linscott of Santa Cruz, Edward Hyatt, chairman, Hettie Irwin, secretary. E. P. Clark, a member of the State Board of Education and Editor of the Riverside Daily Press delivered a brief and interesting address of welcome. The following City and County Superintendents were present during the session:

Alameda, Geo. W. Frick, Oakland; Colusa, Mrs. F. M. Rhodes, Colusa; Fresno, E. W. Lindsay, Fresno; Glenn, S. M. Chaney, Willows; Imperial, L. E. Cooley, El Centro; Kern, Robert L. Stockton, Bakersfield; Lake, Hettie Irwin, Lakeport; Lassen, W. B. Philliber, Susanville; Los Angeles, Mark Keppel, Los Angeles; Madera, Craig Cunningham, Madera; Marin, Jas. B. Davidson, San Rafael; Mariposa, J. L. Dexter, Hornitos; Mendocino, L. W. Babcock, Ukiah; Merced, Margaret Sheehy, Merced; Modoc, Mrs. Nettie B. Harris, Alturas; Mono, Mrs. Cordelia Hays Dolan, Bridgeport; Monterey, A. J. Hennessy, Salinas; Napa, Mrs. M. M. Melvin, Napa; Nevada, R. J. Fitzgerald, Nevada City; Orange, R. P. Mitchell, Santa Ana; Placer, Preston W. Smith, Auburn; Plumas, Mrs. M. A. Hall, Quincy; Riverside, Raymond Cree, Riverside; Sacramento, Mrs. Minnie O'Neil, Sacramento; San Benito, W. J. Cagney, Hollister; San Bernardino, A. S. McPherson, San Bernardino; San Francisco, Alfred Roncovieri, San Francisco; San Diego, Hugh J. Baldwin, San Diego; San Joaquin, John W. Anderson, Stockton; San Mateo, Roy W. Cloud, Redwood City; Santa Barbara, Mamie V. Lehner, Santa Barbara; Santa Clara, D. T. Bateman, San Jose; Santa Cruz, Champ S. Price, Santa Cruz; Shasta, Lulu E. Osborne, Redding; Solano, D. H. White, Fairfield; Sonoma, Florence M. Barnes, Santa Rosa; Sutter, H. W. Heiken, Yuba City; Tehama, Delia D. Fish, Red Bluff; Trinity, Mrs. Minnie Aldrich, Weaverville; Tulare, Deputy Superintendent Seymonds, Visalia; Tuolumne, G. P. Morgan, Columbia; Ventura, James E. Reynolds, Ventura; Yolo, Mrs. J. A. Henshall, Woodland; Yuba, William P. Cramsie, Marysville.

Supt. DuFour, Eureka; D. W. Nelson, Bakersfield; M. C. James, Berkeley; Chas. H. Camper, Chico; G. B. Albee, Eureka; C. C. Starr, Fresno; W. L. Stephens, Long Beach; J. H. Francis, Los Angeles; W. P. Cramsie, Marysville; A. C. Barker, Oakland; H. P. Short, Oroville; J. C. Templeton, Palo Alto; J. M. Rhodes, Pasadena; G. V. Benton, Pomona; W. T. Helms, Richmond; A. N. Wheelock, Riverside; C. C. Hughes, Sacramento; L. E. Kilkenny, Salinas; F. W. Conrad, San Bernardino; A. L. Vincent, San Buenaventura; Duncan MacKinnon, San Diego; Alex. Sheriffs, San Jose; A. H. Mabley, San Luis Obispo; J. A. Cranston, Santa Ana; A. Colney, Santa Barbara; J. W. Linscott, Santa Cruz; Horace M. Rebok, Santa Monica; T. F. Brownscombe, Santa Rosa; Ansel S. Williams, Stockton; W. T. Walton, Tulare; G. V. Whaley, Vallejo; Supt. Morgan, Covina; Supt. Thompson, Monrovia.

Among the others present prominent educationally and otherwise were Dr. Frederick Burk, President Millspaugh, Mrs. O. Shepard Barnum, Will C. Wood, E. R. Snyder, Margaret Schallenberger, Mrs. M. G. Hyatt, Mrs. E. F. Raymond, A. H. Chamberlain, J. M. Hahn, Morris E. Daily, J. F. West, Frank A. Bacon, James A. Barr, Mrs. H. K. Sanborn, David Lever, R. C Root, Louise McDermott, Leroy Armstrong, Selden C. Smith, E. C. Boynton, former Lieutenant Governor Wallace, W. G. Hartranft, Prof. Van Norman, R. W. Coddington, L. B. Avery, O J. Kern, Dr. Ira W. Howerth, W. A. Parker, G. H. Chilcote, C. F. Scott, C. L.

McLane, and Mr. Daniels, the Riverside librarian, whose wit and inimitable stories were a feature of the lobby meetings during the convention.

The following formal program was carried out with interesting innovations:

Monday P. M., December 14th—"Supplemental Textbooks," Supts. A. C. Barker and L. W. Babcock.

Tuesday A. M., December 15th—"School Revenue Bills," Supts. C. C. Staarr and Mark Keppel.

Tuesday P. M., December 15th—"Certification Measures," Supts. Roy Cloud and Mrs. O'Neil.

Wednesday A. M., December 16th—"Free Textbooks," "Humane Education," Supts. Hugh J. Baldwin and John W. Anderson.

Wednesday P. M., December 16th—"High School Textbooks," "Graduation from 8th Grade," Supts. Florence Barnes and A. S. McPherron.

Thursday A. M., December 17th—"Vocational Education," "Rural Supervision," Supts. Alfred Roncovieri and W. T. Walton.

Thursday P. M., December 17th—"Study of School Architecture, visiting new buildings in Riverside.

Friday A. M., December 18th—Discussion of school legislation in reference to administrative problems.

Among the interesting innovations on the regular program was former Lieutenant-Governor Wallace's eloquent address on finance, with special reference to changes in the law, requiring large estates to pay more money to the State. He emphasized the great evil of the excessive high taxes under progressive administration. He advocated the necessity for a change in the method of securing money for the purposes of government along the lines of better social service.

A second innovation was a reception tendered to Mr. and Mrs. Hyatt by Riverside neighbors and friends. Col. J. R. Briscoe in behalf of the Peace Society presented Mr. and Mrs. Hyatt with a beautiful flag. Rev. E. F. Goff paid tribute to the service of Mr. Hyatt, to the rural schools of the State, to school architecture, and to the things that endure in education. Frank Miller, the master of the Inn called on DeWit Hutchings to read from "Everybody's" the "Sermon on the Mount," which was featured in the December issue. Supt. Hyatt is a prophet with honor in his own country.

A third feature was the music by the school children of Riverside under the leadership of Miss Cora Merry. Supt. Wheelock certainly deserves credit for the splendid showing that Riverside schools are making in music.

A fourth feature was the able speeches of Mark Keppel. His work stood out at this convention clear an ddefinite for the interest of all the schools of the State, and he was present at every session, always active, always alert, and ready with a Statewide intellectual survey of the educational needs.

A fifth feature was Supt. Hugh J. Baldwin with his song, "We Are Here Because We Are Here," and whose "jolly good fellowship" lent cheer to the meetings in the dining room, lobby and elsewhere.

A sixth feature was the good cheer of Mr. and Mrs. Raymond Cree, of Supt. Wheelock, Frank Miller, Alice Richardson, and the kindly welcome of all Riverside people.

Yes, and then there was Mrs. Dolan and her baby. A year ago, the Superintendents sent Mrs. Dolan, who not able to attend the convention, a loving cup, for herself and child. This year she came with her mother, who is the new superintendent of Mono county, all the way from the high Sierras to Riverside. The baby was the most popular member of the convention, even with such confirmed bachelors as Duncan McKinnon and Alex. Sheriffs.

Speeches of special note were made by Supt. Alfred Roncovieri on "Vocational Training," by Supt. Walton of Tulare, by Supt. Rebok of Santa Monica, by D. W. Nelson of Bakersfield, by Supt. Babcock of Mendocino, by Baldwin of San Diego, by A. C. Barker of Oakland, by Supt. Starr of Fresno, Supt. Mrs. O'Neill of Sacramento, Supt. McPherron of San Bernardino, Dr. Burk, Will C. Wood, Margaret Schallenberger, and E. R. Snyder.

The legislative committee, E. W. Lindsay, chairman, made the following report, which was adopted after animated discussion on several propositions.

* * *

The report approved the bills proposed by Commissioner Will C. Wood, on intermediate schools. Commissioner Synder on vocational schools, and Commissioner Schallenberger on supervision of rural schools, increase of funds for supplemental and library books.

* * *

Supplementary to the report of the committee, Superintendent Barker of Oakland, on behalf of the city superintendents, asked that the proposed change in the library fund law be modified so as to remove the minimum provision. The change was made as requested and the amendment to the law will provide for a maximum apportionment of 80 cents per unit of attendance.

On motion of Superintendent Price of Santa Cruz, it was voted to recommend an amendment to the law regarding the consolidation of school districts providing that if a majority of the districts voting on the proposition favor it, the consolidation shall be effected. At present the negative vote of one district blocks the change.

Commissioner Wood presented the bill he has prepared for the recognition of the intermediate school, and this was adopted, endorsed by unanimous vote.

Superintendent Baldwin suggested the necessity of more stringent legislation against school fraternities and even favored putting college "frats" under the ban of the law.

A resolution was also adopted favoring provision for a sort of "court of appeals" on school matters to settle such troubles as now exist in the Los Angeles city schools. It was proposed that this tribunal should consist of the state superintendent of schools, the three commissioners of education and one member of the state board of education.

The problem of increased revenue for the schools was discussed and a strong committee on legislation was named. This consists of Superintendents Keppel of Los Angeles, Roncovieri of San Francisco, Lindsay of Stockton, Barnes of Sonoma, Chaney of Glenn and Cree of Riverside.

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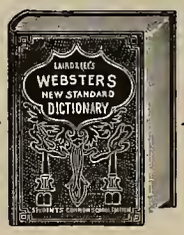


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## Editorial

### Faith In Education.

The teacher who tries to explain everything including why 5 plus 6 equal 11 is a poor teacher. There are some things, that the child should take on faith. The pedagogical attempt to develop a child's brain has not always been sufficient. The teacher, however, who acts as a drill master never fails to get certain definite results. Evolution stops at the grave. The theory only applies to the living. It is so with the essential in reading, writing and arithmetic. Pedagogy fails. The drill master succeeds. It is the theory of the drill master that has made Thompson's Essentials such a tremendous success. The text book author, the teacher, and the child philosopher who advocates explaining everything to the child will have the child's mental ability equal to the physical ability of the child, who has been brought up entirely without exercise. Make the child accept facts on faith.

### Section 1687.

Section 1687 of the Political Code provides that:

> In all schools having more than two teachers, beginners shall be taught by teachers who have had at least two years' experience, or by normal school graduates; and in cities such teachers shall rank, in point of salary, with those of the assistant teachers in the highest grade in the grammar schools; and in no case shall boards of education or boards of school trustees draw orders for the salary of any teacher in violation of this provision, nor shall any superintendent draw any requisition for the salary of any teacher in violation thereof.

This is a good law and should be enforced, and should not be changed. We appreciate the fact that young and inexperienced teachers from the universities and normal schools are anxious to teach in the intermediate high schools, but do not want to teach for the primary teachers salary. We believe in adequate salaries. If salaries are not high enough to attract the best class of men then legislate so as to increase all salaries. There is at the present time a demand for the readjustment of salaries. There is too much difference between the amount paid the elementary teachers and the high school teachers, at the present tim. The primary teacher is now overworked and underpaid. The large classes, the continuous and concentrated attention of the small pupils makes the task of the primary teacher more difficult than that of the intermediate. The State does more in the way of preparation now for the young high school teacher than ever before, and when the equalization and adjustment of salaries takes place, it should be in favor of the teacher of the lower grades.

The special teacher has had the advantage in point of hours, salary, and prestige. The regular class-room teacher, however, is the one that should have the most consideration and care. It is the regular class teacher who does the real team work in the school system.

* * *

### New Text Books.

The State Board of Education is giving wide publicity to the fact that it is interested in having all school text book authors, editors, and publishers and agents submit books, plates and manuscripts for consideration. The belief is growing that merit will be given a square deal. The environment of teachers, experts and boards of education has been exploited by this Journal, and by other means, to such an extent that publishers are trusting to the merits of their books and less to personal and institutional influences, than formerly.

* * *

### Constructive Educational Legislation.

The State Board of Education, the City and County Superintendents and the Council of Education have agreed on some wise constructive legislation. Commissioner Snyder has charge of the drafting of a bill for vocational education. Supt. Wood on certification and administration laws. Margaret Schallenberger on supplemental books, and elementary school problems. If the members of the education committees and members of the legislature are permitted to act on their own initiative and the merits of the various bills are discussed by the committee from the City and County Superintendents, by State Superintendent Hyatt, and the Commissioners, then good results may be anticipated.

* * *

### Rural Supervision.

A possible solution of rural supervision was arrived at during the annual convention of City and County Superintendents at Riverside. The general plan is to use the members of the County Board of Education for school supervision on adequate salaries. This is the most feasible plan that has ever been offered. The success of the plan will be in the improvement and development of the County Boards of Education. This can be done under our present legal machinery very easily. It will take a few years to get competent men and women. It will come however. In many counties today, like San Diego, Los Angeles, Fresno, Alameda, the most competent school people are members of the County Board of Education. Whether rural supervision will be able to accomplish the great good claimed for it is another question.

## Education Notes

Grace E. Stanley, a teacher of experience has been appointed to succeed A. S. McPherron, as superintendent of schools of San Bernardino county. Under the county government charter, the supervisors appoint the superintendent of schools.

Henry Sabin, the grand old man of Iowa, is spending the winter at La Jolla, San Diego. Each year the Iowa Teachers' Association send him some reminder of his educational activities.

* * *

The Principal of the Exeter public schools has arranged to teach pupils to become experts with handling automobiles.

* * *

The annual institute of the San Francisco School Department will take place during the week beginning Monday, April 5, 1915.

President Minnie Coulter and the Board of Directors of the California Teachers' Association have accepted the invitation to hold the association meeting in San Francisco at the same time.

This proposed joint institute should be most instructive and profitable, not alone for teachers but for all others who are interested in education.

* * *

Edward B. de Groot will begin his work as head of the department of physical training in the San Francisco schools about January 20th. Dr. de Groot prepared specially for this work in the Harvard School for Physical Training, and by practical experience in the Lewis Institute and in public playground system of Chicago, Ill.

* * *

Carrie Shaw Rice, formerly principal of the Washington School, Tacoma, is visiting San Francisco. Mrs. Rice is noted as a poet of unusual rhythmic quality and power. She was a member of the State Board of Education of Washington for two terms.

* * *

G. A. Dickson of Oceanside High School has resigned and is now back in New Castle, Pa. Mr. Dickson was a member of the San Diego County Board of Education, and made a splendid educational record during his stay in California.

* * *

The new town of Van Nuys in Southern California is making a great record in educational equipment and service under the leadership of Prof. Smith. The town voted $120,000 for bonds, and is using $10,000 for an organ.

* * *

Mark Keppel, County Superintendent of Los Angeles, the keenest man on school legislation in the State, has been to Sacramento in the interest of some new school laws.

* * *

The California Schoolmasters Club held its quarterly banquet on Saturday, January 16, in San Francisco. Richard D. Faulkner, secretary. Dr. Ira W. Howerth presided. Mr. Wallace Hatch spoke on the community school, and Walter Thomas Mills, author of the "Struggle for Existence," addressed the schoolmasters on modern education.

* * *

The students of the Huntington Park Union High School are the printers and publishers of "The Bulletin." It is certainly a creditable publication and it will be an education in practical English for all those connected with it.

* * *

Prof. Joseph H. Hill, D. D., LL. D., whose name for twenty-five years has been familiar to the teachers of the great Missouri Valley region and contiguous territory and whose reputation as an educator has spread from coast to coast, has accepted a position with The Clark Teachers' Agency of Chicago Dr.

### MRS. MINNIE ABRAMS

The recent death of Superintendent Abrams of Butte county, is a distinct loss to the State. She was ill for two months. The funeral was from the Court House at Oroville, and held under the auspices of the W. R. C. She left a husband, three sons and a daughter. Mrs. Abrams had just completed eight years of public service and was beginning her third term. Mrs. Pearl Rutherford, a sister-in-law of Frank Rutherford, the leader of the administration forces in the Assembly, has been appointed to the position.

### DEATH OF DELIA FISH

Hundreds of friends of Miss Fish were shocked when they read of her tragic death. Miss Fish was found dead on her mother's grave, Jan. 10, 1915. A bullet had been fired through her brain. Ill health, and despondency is supposed to have caused her to commit the deed. Miss Fish was superintendent of schools of Tehama county for eight years. She was active in all teachers' organizations, and educational gatherings. Her popularity among the prominent educators of the State was great.

Hill's principal work has been as president of the State Normal System of Kansas, though for the current year he has been on the faculty of the University of Illinois, Department of Education, and will take up his new duties just as soon as his present obligations will permit.

The same qualities of sympathetic judgment and careful selections which Dr. Hill has exhibited in building up the great Normal School System of Kansas will be at the service of all.

Dr. Hill's new address will be care Clark Teachers' Agency, New York Life Building, Kansas City, Missouri.

* * *

"Mothercraft" is becoming a prominent subject in the elementary schools of England.

---

### HIGH PRAISE FOR MARK KEPPEL.

Mark Keppel, long time county superintendent of Los Angeles county, California, had this noble endorsement of the teachers of the county by a vote of 925 to 22 by actual count:

> Professionally, Mark Keppel stands among the highest of the school officials of the State.
>
> He is an acknowledged authority on legal questions touching educational subjects, and has actually drafted many of the best and most important school laws of California.
>
> His past experience in building up the largest and strongest county school system in the State is a most valuable asset.
>
> He is fearless and impartial in the discharge of his duties; his strictness in the enforcement of the law; the best protection to the schools in all their interests.
>
> His efficiency is especially marked by the tremendous amount of business passing through his office, and the extraordinary amount of official personal conference work accomplished within the limit of time at his command.

To this we would like to say that Mark Keppel is not only a most eminent leader in California, but is one of the half-dozen great county superintendents in the United States. —January 14, New England Journal of Education.

### THE RED WINDS BLOW

By Madge Morris Wagner

The red winds blew around the world;
The gaunt wolf rose, and sniffed, pricked forward pointed ears;
The vulture sharped her beak; Death held his breath!
And dissonantly twanged the music of the spheres.
The red winds blew; the nations stirred uneasily,
As when a loitering zephyr ruffles summer leaves;
Then swift, and sudden as the gathered tempest strikes,
Ten times a million men rushed at each other's throats
And drenched the fair earth with each other's blood.
Ten times a million Christian men, with songs of home
Upon their tongues; each praying to the self-same God
For strength to slay, and slay, and kill, and kill
His brother men across the reeking trenches, till
No man was left to lift a hand opposing him.
For what? and how? and why? and why?
To claim a city by another claimed, mayhap?
To step across a line marked on a map?
For greed of place? For power to rule God's unmarked seas?
Or this? or this? or that? or that? or these?
The tramp of armies shakes the smiling lands,
Such armies, God of Hosts, till now, Thou hast not seen!
Death rides before them with red dripping hands;
The roar of breaking worlds their bodeful coming tells;
The bare earth moans where grew sweet fields of gold and green;
The carrion eater slinks close in their shadow's hem,
And Famine, stark and hungry-eyed, stalks after them.
The red winds blow.

Whose sons are these that sail the skies in winged ships,
And hurl down from the blue of heaven hot, hideous death
To break upon the lullabies of sleepy babes;
To burst amidst the fleeing multitudes;
Rend limbs from limbs, tear quivering flesh from shrieking bones.
And in high places thank God for the gruesome crime?
Whose sons are they that plant the seas with death?
Foul,, awful death, that lies in wait for human prey;
Laughs when the lordly dreadnaught glides too near
(Itself in search of other human prey)
And springs annihilation in a breath!
Leaving of all the splendid armament's defence,
But streaks of crimson scum upon the broadening waves.
The red winds blow.

Whose sons are they, made in Thy image, Thou, O God!
Not Thine? Not brothers of Thy Son, Whose way
Was gentleness, Whose touch was benediction? Nay,
Not Thine, Not Thine!
Nor thine, thou carnate devil, watching from thy hell,
The hell that out-hells thine! In thy unholiest dreams
Thou couldst not have devised the 'cursed schemes
For human woes, and horrors, these have done.
Thou art out-stripped in cunning, out-of-date,
Too old of fashion. Slip back in thy spumy hell,
They are not thine.

Whose sons are these? Down through the ages they have come.
They are the miscreated sons of her who sat
Upon the seven-headed, scarlet-colored beast
Which sat upon the waters of the Seven Seas;
To whom the kings of earth came craftily,
And drank abomination from her gilded cup.
Her smile preceded Babylon,
And on her brow was written "Mystery."
The red winds blow.

And thou, O gentlest Peace, in what far guarded place
Dost hide and hide the pity of thy face?
Let loose thy snow-winged doves to rise and fly
Across the seething blood-mad world,
To flutter over fields where that dread silence is!
To light on upturned faces blearing at the skies
And wonderingly peer in dead men's eyes.
The red winds blow.

—San Francisco, Cal., October 19, 1914.

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# San Diego, The Sun-Kissed, 1915

JAMES V. KELLEHER

[EDITOR'S NOTE—The Western Journal has made arrangements whereby its readers may receive first-hand and reliable data, description, and narrative of the Panama-California Exposition, at San Diego. Mr. Kelleher is a practicing attorney at San Diego, a former assistant superintendent of schools there, and is thoroughly equipped to furnish interesting and authoritive reading matter. The present article purports to be very general. In later editions, the writer will give a systematic description and review of the Exposition, emphasizing the more prominent features from an educational viewpoint, at the same time furnishing to the teacher in particular, information that will enable him to get the most and best from a trip to the San Diego country.]

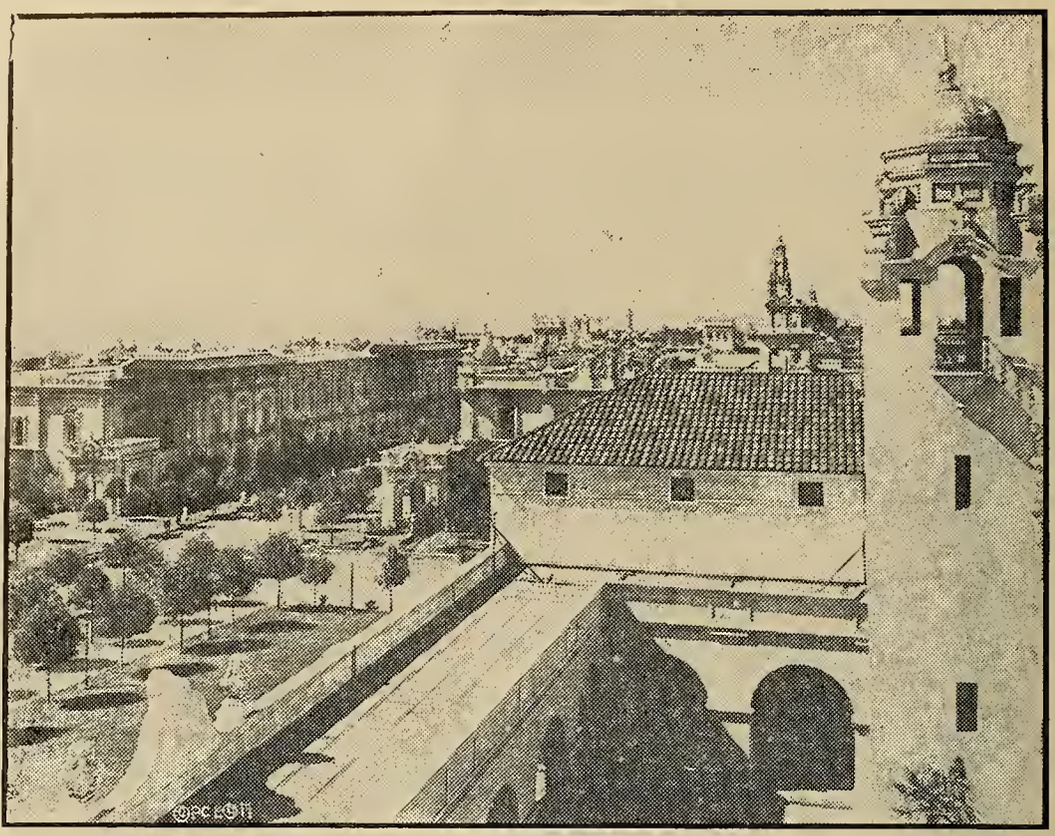
## THE OPENING OF THE PANAMA-CALIFORNIA EXPOSITION.

It was just at midnight, when the New Year was welcomed into being, that President Wilson, at Washington, pressed the telegraph key which officially opened the Panama-California Exposition at San Diego, threw on all lights at full voltage, and set off a brilliant array of fireworks that illumined Balboa Park. At that moment there broke loose the enthusiasm of fifty thousand people, who had been pouring through the Exposition gates since sunset. Carnival and good cheer held the great throng until day ushered in the more dignified ceremonies. Secretary of the Treasury McAdoo, representing President Wilson, Hiram Johnson, Governor of California, John Barrett, Director General of the Pan-American Union, Rear Admiral T. B. Howard, Lyman J. Gage, the governors of Utah and New Mexico, and several foreign representatives were conspicuous among those who graced the occasion. The large military and naval parade included detachments from all branches of the army, the U. S. S. San Diego, and an extended array of semi-military and civilian organizations. Music played a prominent part. One of the structures on the grounds is an outdoor organ, the largest in the world, erected at a cost of one hundred thousand dollars. This was dedicated on New Years Eve, when the Hon. Samuel Shortridge delivered an inspiring oration on Music. A number of bands played almost continuously.

The first day of January, 1915, revealed the Exposition, opened on schedule time, all arrangements perfected, and free from debt, which is perhaps the highest encomium that can be given to its directors.

### Brief History.

Four and one-half years ago the first official spade-ful of earth was turned, marking the beginning of constructive work. At that time San Diego had fond hopes that she might be hostess to the world of a great international exposition. When, however, San Francisco had been honored by the government with that exalted prerogative, San Diego, without envy, accepted the high commendation given her own inspiring endeavor and set about to create something new, something different from the Panama Pacific, and all previous expositions, and the result is seen and heard and felt in the nearest realization of earthly paradise that bespeaks the actualization of vision into reality.



Here first on California's soil
Cabrillo walked the lonesome sands;
Here first the Christian Standard rose
Upon the sea washed Western lands,
And Junipero Serra first laid loving hands.
—From "At San Diego," by Madge Morris.

Anyone who approaches the two great expositions in the spirit of comparison, will acquire very faulty and unsatisfactory estimates. They are of different denominations and cannot be compared. Contrasted they may be with profit, but the essential fact is that the two expositions, set side by side, would be found to compliment each other most beautifully, blending harmoniously into one. If the larger exposition stands pre-eminently for exhibits, then the other may well be said to exemplify process. There is little duplicating. The great purpose of San Diego is to show the visitor from other parts of the country, and the world, that there is a new country on the slopes of the Rockies that holds definite opportunity for the settler of brains and energy, whether he be farmer, merchant, manufacturer, or artisan.

### Panoramic View.

To give anything like an adequate description of the settings and buildings of the Panama-California Exposition would require much more time and closer observation than the writer has as yet been able to devote to the project. Only a light description will be attempted.

The western, or main approach, is over the lofty Puente Cabrillo, a big structure nearly a quarter of a mile long, whose arches rise from a pool some two hundred feet below in the bosom of a wooded canyon. You enter through a rose covered archway into the Dream City, or if your imagination is aglow, into a city beautiful of Spain. Quaint is the charm of "old" Southern California, rich in beauty and history. Immediately to your left is the majestic California Building, its tower lifting to the skies; before is the Prado, crossed some distance forward by the Plaza, where two thousand doves coo in the sunshine. Lining the Prado and Plaza are various state and county buildings fronted by collonades, the green of lawn, variegated flower gardens, palms and vines scattered and interspersed in rapturous profusion. A placid lake, bedecked with water lillies attracts you on this side, while arched vistas lure you to gardens and groves on the other. All is blended into harmony. City Beautiful! Yea, and let the words be capitalized. Whether in the golden sunlight, with hundreds of songbirds fluttering hither and yon, or in the calm of Southern starlight, with rich organ cadences alone vibrating the air, this indeed is the Dream City of the land "where dreams come true."

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   These processes cultivate the power of thinking.
5. Some of the selections are to be dramatized.
6. Pupils are required to summarize.
   These are also exercises that cultivate ability to think.
7. Some selections are to be used as models for supplying endings to half-told stories.
8. Tales similar to some of those given are to be told.
9. Criticisms are to be given on the material in the book and on the work done.

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JUAN CABRILLO
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A sailor turned his battered ship
To San Miguel's rockbound lee,—
A shelter from his stormy trip,
Where rolled the far Pacific Sea.
A story of a wondrous trip,
And of a wondrous man,—Cabrillo,
Four hundred years ago.

Of all the men who sailed that sea,
He bore the truer, Master mark,
Once out of call he dared that sea,
And northward steered his ancient bark.
Along that silent, unknown shore,
From Mexico heat to northern cold,
He sailed, and sailed, as ne'er before,
Like a true sailor strong and bold.
A valiant sailor he,—Cabrillo,
Four hundred years ago.

Strong was his faith and great his hope,
As past Diego's charming bay,
Upon his eager vision broke
The oaks and sands of Monterey.
But downward swept the Borean blast,
That knew no victor on its field
Of war-like storms in ages past,
Nor would it now to sailor yield,
Though they with fear might stand aghast.
A daring man was he,—Cabrillo,
Four hundred years ago.

The wind blew north, the wind blew south,
It roared and moaned both long and loud.
It fumed and fretted at the mouth,
Raking the decks, the sails and shroud,
Until the Master sank in death.
The laggard rest came not. Too late
He sought the isle of San Miguel,
And calling to his trusty Mate,
The brave Ferrelo, who loved him well,—
"Go trim the ship, nor zeal abate."
Thus spake the dying man,—Cabrillo,
Four hundred years ago.

"Go trim the ship, and faithful learn
To find the land of story old.
Go north, go north, nor hither turn
Till thou its hidden tale unfold."
Again that ship went forth in quest.
Again those iron men bent low.
They tacked to East, they tacked to West,
Nor cared they for the hail or snow,
Till upward rose the Mendocino crest.—
Victorious ship was his,—Ferrelo,
Four hundred years ago.

Old Boreas smote with crushing blight.
The Great Bear growled a savage vow.
The North Star hid its guiding light,
As round the old ship turned her prow
With limbered sails and spars aright,
Back to her dead Master, Cabrillo,
Four hundred years ago.

Alas, the years grew blank and bare,
Idle and dumb,—the toy of chance,—
The Future paled its luring glare,
Till Freedom in her proud advance,
Gave shape to human will and prayer.
Along the dismal, distant Plain,
Across Sierra's wildest peak,
She flung her golden, roseate flame
To far Pacific's grandest sweep,
And stamped it with her glorious name,
Forever thus to thrive and grow.

ONE HUNDRED YEARS AGO.
—LAURA T. FOWLER
San Francisco, Cal.

Miss Fowler, the author of the above poem, was formerly principal of the San Francisco Normal School, and is remembered with affection by hundreds of pupils who owe much of their success as teachers to her practical advice. In view of the fact that local history will be studied with so much interest in 1915 the publication of the poem is peculiarly appreciated at this time.


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**Our California Shorthand System Demonstrated to be the Best in the World.**

The **San Francisco Civil Service Commission** on the 12th of December, 1914, held a competitive official examination for court reporter of the police courts of San Francisco, such positions carrying salaries of $200 with extras per month for life. There were 18 contestants representing all the various shorthand systems including Gallagher-Marsh, Pitman, Gregg, Graham, Munson, etc. The examination was the most stringent and exacting ever held in California. The regular statutory examination for court reporter requires a speed of 150 words per minute for five consecutive minutes; the examination before the Civil Service Commission averaged 158 words per minute for 19 consecutive minutes. It was so severe that only two of the contestants passed. Walter E. Trefts and John F. Gallagher, who writers of Gallagher-Marsh, our California shorthand system, which is making stenographic history for our State.

The following letter from Superintendent Roncovieri of San Francisco is a valuable endorsement of the Gallagher-Marsh System and shows that it has proven its proficiency in San Francisco's public commercial schools:

Office of
SUPERINTENDENT OF SCHOOLS
City Hall, 1231 Market Street
San Francisco, Cal.
December 30, 1914.

To Whom It May Concern:

I take pleasure in giving my hearty indorsement to the Gallagher-Marsh System of Shorthand, doing so advisedly and as the result of personal knowledge of the successful results obtained with it both in business and in the giving of instruction to students.

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(Signed) ALFRED RONCOVIERI,
Supt. of Schools.

Gallagher-Marsh Shorthand System is recommended by practically all the expert shorthand reporters of the State of California and is taught by them to their boys and girls; in the interest of all students who must look to proficiency in shorthand writing as a means of livelihood and advancement, School authorities generally throughout California should insist on having it taught in the commercial departments within their jurisdiction. It has proved its superiority and the students of shorthand should not be deprived of the great benefits resulting from the use of it, simply and solely because the books are not owned by the Eastern Book Trust, but are printed and published in California, thereby giving employment to the printing industries of our State. Help to support the State that supports you by adopting the shorthand system that will enable your boys and girls to become expert stenographers.

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"Robin Hood," by Maude Radford Warren; published by Rand McNally & Company, Chicago; price, 50 cents.

The choice of subject is noteworthy, for nothing could better draw the interest, or accord with the spirit of youth, than life in the leafy aisles and glades of a forest, adventurous days pessed with merry jests and laughter; along with it comes from these pages also the beauty of gentleness, forbearance, courtesy, and justice. Such books in a library are appreciated by all children.

* * *

Lippincott's New Picture Composition Book, by J. Berg Esenwein, A. M., Litt. D.; published by J. B. Lippincott Company, Philadelphia, Pa., with 45 full page illustrations; price, 50 cents.

In this book the author approaches the subject by a very logical, attractive method, and one that is sure to appeal to the child because of the held it offers him. The illustrations in colors each tell a story, and the text is as helpful in its way as the illustrations. The child's trouble of finding something to write a composition about is reduced to a minimum, and the busy teacher's labor also is lessened.

* * *

"Wonderland Stories," from Robinson Crusoe, the Wonder Book, Swiss Family Robinson, Alice in Wonderland, and Gulliver's Travels; simplified by Elizabeth Lewis; published by J. B. Lippincott Company, Philadelphia, Pa. Price, 50 cents.

Many, many mothers and children already know of the Elizabeth Lewis editions of George Macdonald's splendid fairy tales, "The Princess and Goblin," "Princess and Curdie" and "At the Back of the Northland." They will be glad to find this new volume from Mrs. Lewis' pen containing parts of these wonderful stories so familiar and yet so dear—"Alice in Wonderland," "Gulliver's Travels," "Swiss Family Robinson," "Robinson Crusoe," and that masterpiece of Hawthorne's genius, "Pandora's Box." Mrs. Lewis has wonderful skill in simplifying the great things of literature so that they will be understood by the smallest children. She changes the more difficult words and phrases, and at times condenses, but never is the spirit, the charm, the true literary value of the piece in anywise impaired.

* * *

"Outlines of European History," by James Henry Breosted and James Harvey Robinson; in two volumes; published by Ginn and Company, Boston.

In this newest addition to the store of histories for the high school, the authors have aimed to avoid the defects that experience has pointed out in older volumes. The mere happenings and events of the past have been subordinated to a clear statement of the conditions under which men lived for long periods, and of the ideas which they held. The second volume has been devoted to the past two centuries, which portion of European history concerns us most immediately. Strict attention is paid to chronology yet in each typical section a particular subject is made plain and clear under such section heading.

These two volumes meet the demand for a two-year course in European history in the high school and the preparatory school. The history of the great Oriental people, and the Greeks and Romans are brought into more immediate relation with later European development, and do not devote so much time to them as in former texts, and English History also is being less isolated and its relation to the neighboring nations of the continent more clearly brought out. In a number of points these volumes are an improvement on the text books of this subject.

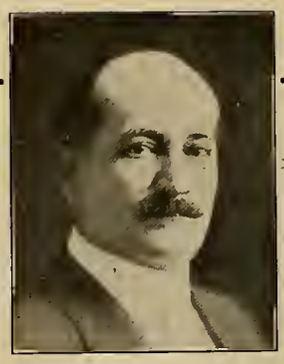
* * *

### MOTION PICTURE PLAYS

Write Moving Picture Plays. Big Prices Paid. Constant demand. Devote all or spare time. Experience, literary ability or correspondence course unnecessary. Details free. Atlas Pub. Co., 346 Atlas Bldg., Cincinnati, O.

This little ad appears from time to time in various high class eastern periodicals, and is an inducement for the reader to send $2 for a delightfully clear and entertaining exposition of "How to Write Moving Picture Plays," by William Lewis Gordon, and published by the Atlas Publishing Company of Cincinnati, O. This manual is a new edition of instructions for the would-be photoplaywright, and has been enriched by the addition of new matter and a list of prominent film-producing companies. This book is unique among photo-play text books in that its pages are the size of the regulation manuscript paper, 8 1-2x11 inches, and when the book is opened, like the big geographies of old, displays as it were the whole world at a glance. The arrangement of topics is logical, convincing and practical, the instructions interesting, illuminating and possible to follow. The work has been condensed into a form that can be read and understood within a short time by any intelligent person, and is to be used as a text book. It places before the student the correct technical form for writing the photo-play, points out common errors, advises the amateur, and gives the fundamental principles for foundation on which to build success. Of great value is the definitions of technical terms, to be found at the first of the book.

* * *



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The State Board of Education of California hereby invites, authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbooks:

(1) An elementary history of the United States for the fifth grade.

(2) A history book dealing with beginnings of American history in Europe for the sixth grade of the elementary schools.

(3) A manuscript of about ten thousand words dealing with the history of California, to be published by the state for use in the fifth or sixth grade of the elementary schools.

(4) A dictionary for the use of pupils in the elementary schools, particularly for the grades from the fifth to the eighth inclusive.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board at his office in the State Capitol Building, Sacramento, on or before March 1, 1915.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbook in ————," may be submitted on or before the hour of 4 o'clock p. m. of March 1, 1915.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education at Sacramento.

STATE BOARD OF EDUCATION

Edward Hyatt, Secretary. Sacramento, California.

## Funny Moments

Teacher (to new scholar)—Now, Mary, I'll give you a sum. Supposing that your father owed the butcher $13.17, $11.13 to the baker, $27.08 to the coal merchant, $5.10 to the landlord—

Mary (decidedly)—We would move.

* * *

Dad (from the hall)—Why, Marjorie, how dim the light is in here!

Freddy (the fiance not a college graduate in vain)—Yes, sir. Professer Munsterberg has a theory that brilliant light benumbs the intellect. We are experimenting to find the degree of illumination by which the attention is kept vivid and the mental functions active.

* * *

The latest Boston story is about a small child who fell out of a window. A kind-hearted lady came hurrying up with the anxious question, "Dear, dear! How did you fall?"

The child looked up at the questioner and replied, in a voice choked with sobs, "Vertically, ma'am."

* * *

"Here's one for you," said Tom to Carl. "A dog was tied to a rope 10 feet long. Twenty feet away was a fat juicy bone. How did the dog get to the bone?"

"Oh, that is an old one," said Carl. "You want me to say, 'I give it up,' and you will say, 'That is what the other cur did.'"

"No, you're wrong, for the dog got the meat."

"Well, how did he do it?"

"Why, the other end of the rope was not tied."

* * *

Peering over his counter the whiskered chemist perceived a diminutive girl waiting in an attitude of patient expectation.

"Some pills, pleathe," she lisped brightly, as she caught his eye.

"Antibilious?" queried the chemist.

"No, sir—uncle!"

* * *

A Pennsylvania farmer was the owner of a good Alderney cow. A stranger, having admired the animal, asked the farmer: "What will you take for your cow?"

The farmer scratched his head for a moment, and then said: "Look a-here, be you the tax assessor or has she been killed by the railroad?"

* * *

A shoemaker in America has been divorced six times. Evidently he could not stick to his last.—London Standard.

We presume he's still looking for his solemate.

* * *

Briggs—We are coming around to see you this evening.

Griggs—That's right; but do me a favor, old man. Don't let your wife wear her new fall suit; I don't want my wife to see it just now.

Briggs—Why, man alive, that's just why we are coming.

* * *

"Jane is so very romantic. She says she's going right down on her knees to beg her father to let her marry Robby."

"What's she waiting for?"

"For the styles to change."

Daddy—No, yer mother never drest the way you girls do today to catch a husband.

Daughter—Yes, but look at what she got.

* * *

"Is he rich?"

"I should say he is. He's got three lawyers, four bookkeepers, and seven expert accountants figuring out his income tax."

* * *

"I hear Wombat is a gentleman farmer now."

"Right up to the notch, too. Puts evening dress on all his scarecrows every day at dusk."


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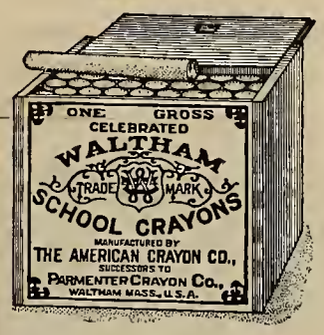


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Johnston's Pocket War Map of Europe—Size 19x24. Lithographed in colors. Shows at a glance the nations involved in the present gigantic war; also their rulers, comparative army and navy strength; their alliances, etc. In pocket form folded in cover. Price ..... 25c
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THE
# WESTERN JOURNAL OF EDUCATION

Vol. XXI SAN FRANCISCO, FEBRUARY, 1915 No. 2

## Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

MEETINGS

Bay Section the California Teachers' Association, Minnie Coulter, Santa Rosa, President; A. J. Cloud, San Francisco, Secretary. Meeting, April.

National Educational Association will meet in Oakland in August, 1915. David Starr Jordan, President.

Northern California Teachers' Association, R. W. Camper, President; Williams, Cal.; Mrs. Minnie O'Neil, Sacramento, Secretary.

Central California Teachers' Association, J. E. Buckman, President; Mrs. M. E. Bernstein, Hanford, Secretary.

Southern California Teachers' Association, C. H. Covell, President, Redlands; J. O. Cross, Secretary, Los Angeles. Meeting for 1915 at San Diego.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Margaret E. Schallenberger, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, William H. Langdon, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, E. P. Clarke, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

### Want School Desks?

A certain school officer tells me that his school has on hand a hundred single school desks, carried in stock for some time, but not needed. He will sell them at a fine bargain to some other school that needs the lot. First come, first served. If it interests you, write to Calvin Derrick, Waterman, California.

### Social Center Law

There is much inquiry about the relations of the public school trustees to the social center law. Here is the last one. Who will answer it, either directly to Mr. Richards or to me?

"Dear Sir: On December 7th I wrote you inquiring as to the scope of the law making school houses civic centers, and your reply helped us greatly to solve the problems before us, and for this I thank you.

"Now the law says that the board of trustees shall make 'all needful rules and regulations, etc.' Can you cite us to any board which has had experience along this line, and has formulated such rules and regulations, to the end that we might get a copy of them as a basis from which to make ours?

"Very truly yours,
"V. P. RICHARDS,
"Clerk of Gridley School District."

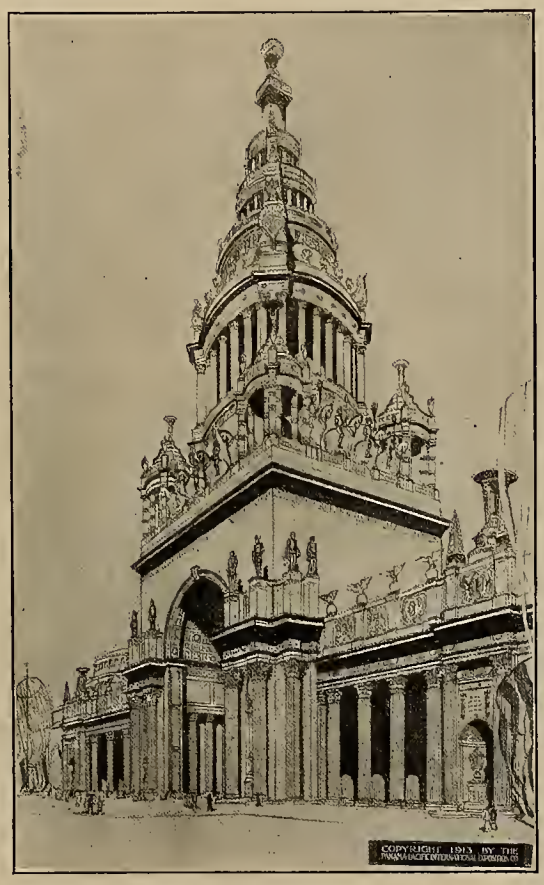
### Te Hee, Hee!

Professor Charles McCorkle, of Clark University, has just issued a 26-page bulletin telling whether or not the schools of America should teach the present European war. He sent out an inquiry, questionnaire, survey, syllabus, or what ye call it, to the city superintendents of the United States, and the result makes him warm in the cervical region of his corporosity. Listen to his tale of woe:

(Continued on page 2)

## TOWER OF JEWELS

The Panama-Pacific International Exposition opened February 20 with attendance of 246,000. The general consensus of opinion of poets, writers, educators, business men, tourists and world's fair experts is that the P. P. I. E. is the greatest exposition in the history of the world. It is a marvelous achievement. The formal opening exercises were dignified and worthy of the occasion.




The tribute of Franklin K. Lane, the personal representative of President Wilson, was the feature of the event. Lane has the habit of breaking away from merely formal statements and expressing thought in a way that is unique in public officials. This tribute to the American pioneer is a classic, a prose poem, a Jewel of speech, worth more than a dozen Towers of Jewels to Humanity.

I am proud, as a Californian, proud of the men whom I represent, prouder still of the nation that I stand for today. I come but as a token bearer, speaking to you a feeble foreword of the great volume of admiration that you will hear from the President himself as to your courage and your enterprise.

As I went through these grounds yesterday, I looked for some symbol that would tell me the true significance of this moment. I saw that the sculptor had carved prophets, priests and kings; he had carved the conquerors of the earth, the birds in the air and the fish in the sea. He had gone into legend and history for his symbols, but in none of these did I find the suggestion that I sought.

I found, however, in the Court that lies before us, the simple, modest figure hidden behind some soldiers—a gaunt, slim, plodding figure, and I said to myself, there is the figure that repesents this day, for without the American pioneer we would not be here this day, no banners would be flying, no bands playing.

He has lived for centuries and centuries. He took sail with Ulysses and he was turned back. He took sail with Columbus, and when he heard that sailor shout, "Sail on and on," his heart was glad; but Columbus found his way barred, and then this pioneer landed at Plymouth Rock, and with that band of oxen he has trudged his way across the continent, he has gone through the sodden forests, where Nature for a thousand years has conspired to make his pathway impossible.

He has gone through the icy streams, climbed the mountains, tracked his way over the plains, over the land where there is no horizon, gone through the gorges where the Titans have been, and at last he has got it, beside the Golden Gate, beside the sunset sea, and founded himself this city, this beautiful city of dreams that have come true. And he has done more than that, he has gathered around himself his sons, and now they set themselves down here to tell each other tales of their progress through the centuries.

The sons of the pioneers, theirs be the glory today, for they slashed the continent in two, they have cut the land that God made as with a knife, they have made the seas themselves to lift the ships across the barriers and mountains, and this accomplishment we celebrate.

They have brought the waters of the far Sierras and turned these waters into living light that put new stars in the heavens at night. They have hung their sky-line with a garden of flowers; they have worked a magic. They have gathered here in all these temples to tell their victory—the pioneers—what they have done and in what manner. This city has been finished in blue and gold, in scarlet and purples and the greens of the sea, and burnt brown, and the scene shown the pioneer has made the architecture of the centuries to march before their eyes in columns and colonnades.

The long journey of this light figure of the pioneer is at an end, the waste places of the earth have been found and filled, but adventure is not at an end; the greatest adventure is before us, the gigantic adventures of an advancing democracy, strong, virile and kindly, and in that advance we shall be true to the indestructible spirit of the American pioneer.

(Continued from page 1)

"In looking over the list of 257 city superintendents from whom information was requested, and after carefully considering the 148 superintendents who did not reply, a tremendously significant fact was at once connected with the tenure of office of many of these superintendents. Personally knowing several of these men and how they hold their position, there is no question but that they feel they can not run the risk of losing votes or becoming unpopular by speaking for or against this as their pedagogic training and ability demands. In a matter of such importance and far-reaching influence as this, surely the 'political game' must play an important role since it prevents a decided expression by a man in such an important position."

Charles seems to think that those deplorable political conditions we have been persuaded were peculiar to the elected superintendents in this State extend also to the appointed city superintendents of the whole blessed nation!

### A Syllinquinnaire

It is my private opinion, publicly expressed, that Prof. McCorkle has missed his guess about a mile. The reason why over half of the superintendents who received his syllinquinnaire did not reply to it, does not hide in dark political cellars. It is to be found in the plain limitations of human endurance. A superintendent nowadays is simply swamped, submerged, overwhelmed in a constant flood of communications of this kind. There are demands from ten thousand different people for opinions, reactions, informations upon ten thousand different, unrelated matters, continually tumbling in a steady stream. These come in addition to his regular work for which he is paid, and for which he is responsible. He simply has no time and no energy and no brain and no heart left to tell high school youngsters how to debate, social welfare societies how to save the nation, college students how to write a thesis, university professors how to teach war and the rest of the ten thousand what about something else. He is obliged, in common self-preservation, to do as the over-driven newspaper man does —chuck everything in the waste basket that he doesn't need in his own business, sans ceremony.

Now, I know that each one of these typewritten, mimeographed, multigraphed, hectographed, hand-written, printed, duplicated, manifolded, schapirographed, multicopied communications is the most important thing on the whole earth to the one who sends it. He needs the information for his own good and for the betterment of the world. He ought to have it. But he must not expect to get it easily from a busy man who already has more to do than one man can do. Wait till the superintendents are furnished with a syllinquinnaire clerk, or a survestigation secretary.

### But the War

"But how about teaching the war?" some one asks who believes in sticking to the point.

Well, the bulletin in question sums the matter thus:

"Eighty-seven cities teach the war.

"Twenty-two cities do not teach the war.

"Eleven cities teach the war as a separate subject.

"Twenty-six cities correlate the war with history and geography.

"Eighteen cities correlate the war with every possible school subject.

"Twenty-three cities correlate the war with current events only.

"Twenty-five cities teach the war unsystematically."

* * * * * * * * * *

"Thus, as the above quotations indicate, eighty per cent of the superintendents claim that the war should be taught because of the lessons in tolerance, sympathy, philanthropy, judgment, character building, patriotism, horrors of war, universal peace, and in motivated geography, vitalized history, personal hygiene, comparative civics and economics, practical neutrality and social conditions."

Wow! Poor kids! There are other horrors than those of war!

### Mathematical Demonstration

Of course, in many cases there are officers authorized by law to call for reports and statistics from certain other persons within their bailiwicks. In such event an investigation stands for something, and may fairly be used to base some conclusions upon. But I don't want to discourage any honest endeavor, but it seems to me that very many of these stylish wild-cat surveys that various and sundry learned professors are putting over so authoritatively and so imperiously upon the rest of us poor humble school folk nowadays are great big bluffs and nothing more.

Say there are a thousand individuals to be inquisitively surveyed. The inquiry is only sent to five hundred of them, perhaps. Three hundred of these are so brutal as not to reply at all—and these include the biggest and busiest. One hundred of the remainder do not reply seriously. They are hasty or weary or indifferent. Fifty don't understand it at all, and answer at random. Twenty-five were the professor's own students last year, and they answer what he told them in his lectures. Thirteen of them according to the law of averages are natural fools and idiots, so it's no difference what they say. This leaves twelve persons out of the thousand, who, for the sake of argument, we will allow are wise and intelligent men and women who have opportunity and inclination to make thoughtful and careful judgment and set it down and submit it to the inquisitor.

### The Startling Result

Upon which the professor waves his sword, leaps upon his foaming hobby and with a yell of triumph sails away like the wind, smiting the enemy hip and thigh, spurring madly as he sails. He makes the most rapid and astonishing sets of figures, deductions, and combinations. His results are hydra-headed, paralyzing, acrobatic. With feverish legerdemain he juggles his helpless figures first one way and then another, until the unhappy reader is reduced to a condition of entire unconsciousness—and soon all is over!

To give the devil his due, the professor's report is usually not without value. It has some good dope in it. But all that is of any account whatever comes out of his own mind and heart and experience—none from his absurd, fragmentary, futile, deceptive survey. Ten years ago he would have written out his thoughts and conclusions in the best way he could and published it as an essay or a treatise. Now he must be in the mode. He must spoil an awful lot of good white paper and call it "a survey." He should better call it "a stimulant for his own imagination."

### Classify a Crazy Quilt

How is the war being taught by the millions of American teachers? Why, in millions of ways, each according to his lights. And that's the way it ought to be, in free America. No one can teach what is not in him. These superintendent fellers can not say what shall and shall not be taught and they don't even know what is and what is not taught. Look at their answers! They can only speak their own individual notions of how they think it ought to be taught, or why it would be well not to teach it. Some would teach it incidentally, some co-ordinate it with this or that, some teach it but not much, some don't teach it but do a little, some teach it but are sorry for it, some don't teach it and regret it—and so on, and so on, a hodge podge of all kinds of loose, miscellaneous ideas, impressions and theories that shade into each other, overlap each other, imitate each other in hopeless confusion. Of what value is the attempt to classify the patches in a crazy quilt?

### Matches in a Powder Magazine

The war can not be "taught" in school. Why, if the greatest university in the land would put in its whole time for years in teaching this one thing only, still it would not be done. How would you teach it? Your "facts" are contradicted and made over every day. All the warring nations are concealing the facts and motives and intentions of the struggle. Our children and their parents are Germans and Britons and Austrians and French, with all their prejudices, passions, hopes and fears on a hair trigger—how can you safely teach the war in school? The President of the United States has issued a proclamation requesting all good citizens to avoid controversy at this time as the most dangerous thing to our nation—why undertake to formally "teach the war in school"? Would you play with matches in a powder magazine because it might "vitalize" your play?

### Can't Avoid It, However

When the newspapers and magazines shout war, when every man's mind is full of war, when the ladies' styles and the people's songs are crying war, of course, you can not avoid it entirely. It comes up continually, in the schoolroom, on the street, in the home. At such times the teacher, like every one else, will act according to his lights. He will be wise and kind and tolerant and helpful—or narrow and prejudiced and violent and aggressive—or weak and vapid and silly—according to what is in him. He has an opportunity to be helpful to the nation if his soul is as great as a teacher's ought to be.

But take the war officially into the schoolroom, teach it by authority thus and so, make an incubating bed for racial feuds, no, no! Still less so than the social evil or a religious controversy.

# The Survey of the Uplift Field

*By Frederick Olschewski*

## DOES MEXICO WANT PEACE?

It is a surprise that recent developments in our sister republic of Mexico have not induced the President and Secretary of State to send a personal representative of the latter into the anarchy ridden state, to preach the doctrines of peace on earth, and the brotherhood of man. Here they might accomplish so much good. If the warring factions and bloodthirsty bandits who now are ravaging and despoiling their country with a free hand shall soon heed the admonition of the President to unite in noble endeavor to establish a just government with the consent and under the direction of the great majority of the common people, the triumph of the Administration's policy will so completely confound its critics as to make that triumph overwhelming. If not, the issue inevitably will be whether the United States owes it to her citizens to protect lives and properties abroad as well as at home, or whether this ancient doctrine, recognized as long as our systems of law have been recognized, has become obsolete and is henceforth to be disregarded by the United States, in spite of the fact that it is still stringently observed by all the European powers. In any case, it is quite evident, from the impassioned utterances of Senators Lodge and Root and Borah, as pointed out by the "North American Review," that the Republicans, aye, and some Democrats, too, have yet to be convinced that the President's chuckle at the prospect of laughing last is fully warranted by his intuitive knowledge of "the temper and principles of the American people."

### The Battle Ground of Poland.

The battle ground of Europe holds our attention today more than ever. It is not a passing spectacle; it lies next to our hearts and is of vital interest to us, not only from a humanitarian point of view, but also because of the very large percentage of our population who have friends and relations taking part in the great struggle. Belgium has been devastated, and her suffering has awakened the sympathy and aid of America, the only great nation left in peace. But acute as the suffering of the Belgians may be, it is no more so than the suffering of the unfortunate Poles, and if the volume of suffering be taken into consideration, then indeed the Belgian disaster becomes insignificant.

The Poles have no interest in the struggle, but their rich plains have been deeply saturated with the blood of the enemy, as well as their own. Partitioned more than a century ago by the treachery of her own ally combining with the most formidable powers of Europe, these same powers now force brother to slaughter brother upon his own native soil. Fully 1,500,000 Poles are actively engaged in the fighting, equally distributed between Russia, Germany and Austria. Fully 15,000 Polish villages have been ruthlessly destroyed and its inhabitants forced to seek shelter wherever they might find it, or perhaps more properly speaking, are left entirely without it. In volume of misery the plight of the Poles stands unprecedented, and to that we must add the indignity inflicted upon them by being forced to commit this wholesale fratricide. To disobey the command means death. The desolation of the country is beyond description, and starvation is not less acute, but only less known than in the case of Belgium. Russia has commandeered into service 900,000 horses in the Polish territory of Galicia alone and 1,000,000 head of cattle. Also all the available corn has been seized, and the civil population left to starve. Germany has done the same in the Polish territory under Russian domination, and the desolation wrought by the Germans along the Bzura and the Vistula is no less horrible than in Galicia. The misery is beyond description and the indignity of this slavery inflicted upon the Polish spirit is an inconceivable torture.

Thousands of Poles rush at each other upon the command to charge, and when the boom of the cannon has been silenced and the smoke of artillery and musketry clears away thousands of Poles lie strewn upon the field. Then come the Red Cross nurses in search of the wounded and are surprised to hear a man in a German uniform, another in an Austrian uniform, and yet another in a Russian uniform uttering curses and imprecations in the same natal tongue, upon the plains that are their birthright. How will it end, and when? And what is to be the future?

### What Culture Is Not.

Frank as well as interesting is the article by Professor Henry Seidel Canby in "Harper's Magazine" for the month of February, and it is a question how long our colleges will continue to be overcrowded and turn out a product that believes itself cultured, but is in reality without culture or competence.

Let us suppose that we want culture, meaning thereby no mere affectation of knowledge, nor any glib power of speech or idle command of the frapperies of art and literature, but rather an intelligent interest in the arts of living. Indeed, there would be no reason for the existence of the college of liberal arts if there were no such desire. What is to be done? Buy a library, redecorate the living room, adopt the broad "a," enter the whole family in the nearest summer school, and take the boys to "Gotterdammerung," instead of to the ball game. Such a method of providing a background in a hurry has been tried, with results that our native playwrights have failed to grasp only because their fondness for melodrama has dulled their sense of humor.

The remedies pointed out by Professor Canby are simple indeed, but nevertheless unlikely to be accepted. The first is to be honest. If we are content with an education for our children that gives them a certain amount of superficial information, to be acquired while they are making friends, advancing socially, and preparing to come out of college good "mixers," if not educated men and women, why, then, let us be honest about it, and likewise teach them to be honest, instead of deceiving ourselves or them into the belief that it is culture we are after, or culture they have got. For some undergraduates, indeed, this is the best if not the only course, yet for many it is perdition. Some minds can or will absorb only a certain measure, even though deans and faculties and educational journals rage. Once they get into college, the faculty must make the best of them. The college will suffer, but education has always carried a dead weight, and will continue to do so until some new economic order not yet devised will present the means of changing the system.

### Report of the Vermont Education Commission

The recent report of the Vermont Education Commission shows certain faults, in that State's educational system, elsewhere discovered before this. In the elementary schools, want of adaptation is especially apparent in the rural schools not only in their distribution, but in the quality of their work. The commission recommends that rural schools be consolidated, and their courses of study revised to suit the environment of the youth.

This lack of adaptation is even more apparent in the State's secondary schools, due to the fact that the State's secondary schools are not closely related to the elementary schools and that, for the benefit of about one-tenth, they are chiefly preparatory schools for higher education. The commission recommends that the secondary schools be restored to their rightful place, and divided into a junior and senior high school, all acting in close concert. Vocational education of a character to educate the youth toward the occupations of the communities in which they live are strongly recommended.

### Teaching the Use of a Library

Knowing how to use a library is so important in the estimation of the United States Bureau of Education, that Dr. Henry R. Evans of the bureau's editorial staff, has been commissioned to find out what the educational institutions of the country are doing as to instruction in the management and use of libraries. The results of this investigation show that out of 446 institutions of higher education replying, 91 give definite library courses. Of 166 normal schools replying to the bureau's inquiry, 93 reported instruction in library methods.

Throughout the States, but scattered and few, are found institutions with separate library schools and courses, required in some institutions and elective in others, with some of them giving full credit toward graduation for courses designed to train students in effective use of books and libraries.

Wisconsin and Idaho are the only States requiring library instructions in the normal schools, according to the report. In these schools, particularly, every student should be required to take some course in the handling of library tools, before being turned out as a finished product.

### Sex Hygiene

An excellent paper representing a strong protest against the introduction of sex hygiene in our public schools recently appeared in the Lancet-Clinic.

The article written by the Rev. Francis Heierman, president of St. Xavier College, has been reprinted and extensively circulated. It shows in clear language and clear

reasoning the disastrous results that might follow the introduction of such a subject into the curriculum. To permit male or female teachers to broach sex matters to pupils of sixteen years of age or even less particularly when such teachers are not much older themselves, seems a certain way of inviting disaster. The Lord's prayer contains the plea, "Lead us not into temptation," and temptation is surely ever present when free discussion of sex is encouraged. The proponents on this question have appeared in great numbers in the medical press, as well as among educators, but it is to be hoped that a vigorous opposition will soon put an end to the pernicious subject.

**Practical Exercises for Agricultural Schools**

Agriculture is to be made more practical a study than ever, and accordingly, the Department of Agriculture will shortly issue a new bulletin, number 638 for the express purpose of supplying agricultural high schools with practical suggestions for teaching boys, who are to be farmers, the best and most economical methods for doing some of the more common mechanical work of the farm.

The bulletin will take up, in a series of exercises, the use of rope, the handling of gas engines, use and repair of harness, the building of farm buildings, and the use of concrete posts; also surveying, irrigation, drainage, etc. The bulletin should be of practical service to high schools as well as other teachers in rural districts, and may be had free on application to the Division of Publications, Department of Agriculture.

# The School Teachers' Page

*Eliza D. Keith*

## HOW TO TEACH CHILDREN TO READ

is a question that has engaged the best effort of the brightest minds in more than one generation.

Examination of Noah Webster's Spelling Book will disclose that Webster's idea of teaching reading consisted of two distinct parts, namely:

1. Tables of words carefully arranged according to their difficulty.
2. Reading exercises based upon the words found in these tables.

The Beacon Method of Teaching Reading consists of the Beacon Reading Chart, the Beacon Phonetic Chart, the Beacon Primer, the Beacon First, Second and Third Readers, the Perception Cards and Letter Cards. Ginn & Co. are the publishers.

The Beacon method recognizes and emphasizes the immense value of a phonetic approach in teaching beginners to read and has for its aim a systematic presentation of the way to give the child mastery of the great bulk of phonetic words and incidentally to acquire such unphonetic words as form a necessary part of his language.

The Beacon system of teaching phonics, whereby emphasis is laid upon the phonic element found in the beginning of a word, rather than at the end, is winning instant recognition among educators. As its advocates claim, "The blend difficulty is absolutely eliminated and the number of families which it is necessary to learn has been reduced from three or four hundred to perhaps seventy. In teaching the sounds, emphasis is laid at the beginning on the auditory image rather than by leading the children all around Robin Hood's barn—with barnyard noises."

**A Writer in the "Western Teacher"**

says in this connection: "The average child taught by the word-and-sentence method does well if he masters two hundred words during his first school year. * * * The English language taught by this method becomes like the Chinese language, in which each word is taught as a unit." (In the next paragraph is the gist of what I have been trying to drive home for some years—the utter want of what singers call 'attack' in the child who does not know how to pronounce a new word.)

"Even after the child has been taught these two hundred words (by the word-and-sentence method) he is no more capable of learning for himself the two hundred and first word than he was able to pronounce for himself the first word of the list.

"Where the word method alone prevails, pupils are undecided as to the correct sounds of 'b' and 'd' and could not distinguish between 'm' and 'n.'

"The word-and-sentence method has led to other evils in addition to that of poor reading. Under its instruction a child has vague ideas of the values of the separate letters. Spelling suffers accordingly; it could not be otherwise, for the child has never been taught to associate the sound with the letter indicating it.

"The true phonetic system is based upon the idea of teaching the sounds of the letters and the combination of letters most common in indicating sounds. For instance, the eye picture or visual image 'ea' must be associated with the ear picture or auditory image 'long e'."

The writer of this article, luminous on the subject of Phonetic Reading, who, by the way, is M. H. Jackson of Grand Rapids, Wisconsin, closes with an able summary of the argument, from which let me quote the sixth and last point:

"All mechanics of primary work in teaching reading have a double purpose—both ease of immediate application and the production of cumulative and ultimate power of word recognition."

Now just ask yourself what should be the most logical method of attacking a new word, the phonetic syllable at the beginning of a word, or by putting the cart before the horse in going to the rear to find a phonogram and then coming to the front to put an indicated sound with it?

By all means begin at the beginning, and the Beacon method is rightly named—it casts light upon the way.

**Dr. Johnson on Composition.**

"In the labor of composition do not burden your mind with too much at once. Invent first and then embellish. The production of something where nothing was before is an act of greater energy than the expansion or decoration of the thing produced. Set down diligently your thoughts as they arise in the first words that occur, and when you have matter you will easily give it form; nor perhaps will this method be always necessary; for by habit, your thoughts and diction will flow together."

**Ruskin on Language.**

Do you know what Ruskin says about language:

"To teach the meaning of a word thoroughly is to teach the nature of the spirit that coined it; the secret of language is the secret of sympathy, and its full charm is possible only to the gentle—nor was any great style ever invented but by some man who meant what he said."

**A Master of Speech.**

Not one word spake he more than was need;
All that he spake, it was of high prudence
And short and quick and full of great sentence;
Sounding in moral virtue was his speech,
And gladly would he learn and gladly teach.
—Chaucer.

**A Study Outline for Home Work.**

The following outline presents practical points for those studying alone, as in the case of a pupil with his home work, a student without a teacher, or the pupil at his seat in an ungraded school. Frequently children are told to "Take the book and study." Yet how to study has not been made plain, so how can they study with effect? A few hints of a systematic method of procedure will help many who realize that they do not get results, yet who know not how to proceed. Here is the list:

Spelling—Syl-la-bl-ize each word, classify it according to its place as one of the parts of speech, find its meaning in the dictionary, try to use the words in sentences.

History—Tabulate the facts as to dates and proper nouns. Localize each fact by drawing outline maps on which to indicate the spots which have become historic, indicate the course of voyages and expeditions of exploration and discovery. Try to think out ever lesson in history so that its facts fall into the syllabus of time, place, people, action, result. In studying history—and the same suggestion will apply to the study of geography—glance quickly over the page paragraph by paragraph and note what words begin with a capital letter. Dwell upon these words; they are the pegs on which all the happenings are hung.

Geography—Locate every place on the map; draw maps from memory; correct by comparison with book.

Language—Study words as parts of speech, find definition of words, apply the principles of word analysis; find synonyms; find opposites or antonyms; change each word to as many different parts of speech as possible; for instance, the word "write"; synonym "inscribe," opposite "scribble"; nouns, "writer," "writing"; adjectives, "written," "writing," "unwritten," as "written work," "writing master," "unwritten law"; verb, "write," "wrote," "writing," "have written." There are many words which readily lend themselves to this exercise, which in itself is the very best kind of mental drill in language. Write a series of sentences, declarative, interrogative, imperative, exclamatory. Be sure to use a genuine exclamatory sentence, such as "How brightly the sun shines!" or "What a cold day it is!"

instead of some other sentence form which, properly speaking, is a sentence used as an exclamation, not a true exclamatory sentence. For instance, "Come with me!" is merely an imperative sentence used as an exclamation, whereas, "How slow you are!" is a correct exclamatory sentence. Analyze sentences by marking off the independent elements; encircle the phrases, enclose the clauses, and from what is left, first pick out the verb of the sentence, then the subject, then the complement; finally, assign the modifiers to the words they modify.

Poetry—Analyze the stanza—its number of lines, their length, rhyme, rhythm—rhyming words, rhyming sounds; pick out poetic words; give their plain prose equivalents; transpose all sentences that are out of their usual order.

Arithmetic—Take bills with plain or mixed numbers; a problem example; draw diagrams; label all work; practice reading and writing numbers; study tables by means of number cards.

**A Few Facts in Language.**

Every pupil should know the following definitions:

Language is the art of speech, of thought expressed in words.

A word, either spoken or written, is the sign of an idea.

Grammar is the correct use of language.

Rhetoric teaches the elegant use of language.

Elocution is the style or manner of reading or speaking in public.

Declamation is public speaking or recitation in schools and colleges.

How thoughts grow: Thoughts, ideas, words, sentences, paragraphs, prose composition; sentences, paragraphs, chapters, a book; list of chapters or table of contents, list of topics or index; illustrations, pictures.

Thoughts—elevated ideas, words, lines or verse, meter and rhyme; verses or lines, stanza, stanzas, poem, cantos, divisions of a long poem—epic.

Rhymes are words that sound alike.

Rhythm, or meter, is the measure of each line of poetry—the "tune" of the poem.

Synonyms are words that mean the same or almost the same.

**A Few Facts in Civics.**

Authority is the power to make people mind or obey.

The father and the mother rule or govern the family; the teacher controls her school; the policeman keeps order on the street.

Parents have the home authority; the teacher has the school authority; the police have city authority.

Government in America is the authority given by the people to the officers elected by the people to carry out the laws made by the representatives of the people for the control or government of all the people.

People elect men to make the laws by which they are to be governed.

The day on which citizens vote is called election day.

The men elected to go to the State Legislature or to the Congress of the United States to make the laws are called the representatives of the people.

All just governments derive their authority or power from the consent of the governed.

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The Kate Kennedy School Women's Club of San Francisco, will hold its next regular luncheon in "The Old Faithful Inn," Yellowstone Park, on the Joy Zone of the exposition on Saturday, March 6. Miss Adams, the president, is to be congratulated on having such delightful environment for a luncheon.

* * *

**Meeting of Board**

A meeting of the executive board of the State School Women's Federation was held in the John Swett school, San Francisco, Saturday, January 23. Mrs. M. M. FitzGerald, president, presiding.

Representatives were present from Berkeley, Oakland, San Jose, Stockton and San Francisco. The following topics were discussed: Program for the April meeting; luncheon; the report of the survey committee, school legislation, reception during N. E. A. week, and publishing of a year book.

It was decided to have the executive committee take charge of the program for the April meeting. The presidents of the San Francisco Clubs are to make arrangements for the luncheon.

Miss Bonney, chairman of the survey committee, read a report of the work her committee had done. The subjects on her program are to be: tenure of office, salary, equal pay for equal work.

Mrs. FitzGerald spoke of the work that had been done in San Francisco for the women's cause by the State School Women's Federation.

A motion was made and carried that the State School Women's Federation endorse Senator Hans' bill that the salary of elementary teachers be at least $780 per annum.

Motion was made and carried that State School Women's Federation does not approve of amendments to Sec. 1687 and that the members strongly disapprove of Assembly Bill 510, Senate Bill 763, and Senate Bill 352.

Motion was made and carried that a legislative committee of five be appointed by the president to act on legislative matters pertaining to school women and that the president of the Federation be named as chairman of said committee. The following committee was appointed: Chairman, Mrs. M. M. FitzGerald; Alice Rose Power, Miss Jessie Williamson, San Jose; Miss R. McCleery, Sacramento, and Miss Maude E. Burnett, Fresno.

* * *

**Report of Congress Committee**

The special committee known as the 1915 survey committee of the California Federation of School Women met in San Francisco on Friday, Nov. 27, 1914. The work at that time was directed definitely toward plans for calling a national congress of school women. This committee has, therefore, become the congress committee of the California Federation of School Women.

A one-day program will be arranged—the theme to be of special interest to women in the educational field.

On December 16, 1914, letters were sent out to every State superintendent of schools in the United States asking for specific data that may be used in the development of such a program.

Miss Agness Howe, by whose untiring effort organization of the School Women's Clubs of California was effected; organizer and first president of the California Federation of School Women, will serve as member of an advisory committee, the personnel of which is being arranged.

Ethelind M. Bonney,
Chairman Congress Committee.

* * *

The following is taken from a letter written to the president of the Federation of School Women's Clubs by a prominent member of the organization committee of the "Time to Time Club" of Los Angeles and Santa Barbara.

"I am wondering how active the 'Bay Clubs' are in the matter of present legislation. There is certainly need that we women get to work against the following at least: Assembly Bill 510, Senate Bill 763 and Senate Bill 352, which are designed to amend Section 1687. I do hope the people of the North will help us on this. If the above bills are not defeated, the solid work will decline, elementary teachers deteriorate and men will be placed in elementary schools at higher salaries than will be paid to women. Do look into it and let us know if that part of the State is awake to what is going on."

* * *

**Annual Meeting**

The State Federation of School Women will hold its annual meeting during the session of the Bay Section of the California Teachers' Association.

A program has been arranged for Tuesday afternoon, April 6, at the great Civic Center Auditorium.

Preparations for a luncheon to be given at the exposition grounds, Wednesday, April 7, are well under way. The San Francisco School Women's Clubs are in charge of the affair, the following being the committee of arrangements: Miss Pauline Hart (chairman), president Yerba Buena School Women's Club; Miss Lucy F. Adams, president Kate Kennedy School Women's Club; Miss Nellie C. Sullivan, president Ideal School Women's Club.

* * *

**MY SYMPHONY**

Wm. Henry Channing.

To live content with small means; to seek elegance rather than luxury, and refinement rather than fashion; to be worthy, not respectable; and wealthy, not rich; to study hard, think quietly, talk gently, act frankly; to listen to stars and birds, babes and sages, with open heart; to bear all cheerfully, do all bravely, await occasions, hurry never; in a word, to let the spiritual, unbidden and unconscious, grown up through the common. This is to be my symphony.

# Panama-California Exposition

## SAN DIEGO, THE SUN-KISSED, 1915

James V. Kelleher

### Purpose of the Panama-California Exposition

The prime purpose of the Panama-California Exposition is to point the way to the opening up of the back country of the great Southwest. This purpose, and the scientific way in which it is being brought into demonstration, will tell significantly in years to come. If one will bear in mind that in the back country of the Southwest there are 8,000,000 acres of land under cultivation, with an income from farm products alone of $143,000,000 per year, (mineral resources almost equal), whereas there are 44,000,000 acres of land capable of tillage with high rate of income that at the present do not produce one cent, he will then understand the bigness of thought and purpose back of the San Diego Exposition.

Here the idea of illustrating processes dominates the entire scheme of exhibits. For instance, the World's Fair of the past thought that in building a pyramid of oranges it had devised a splendid orange exhibit, but most of San Diego's orange exhibit is growing on the trees of the great citrus orchard on the Exposition grounds. In adjoining rows are trees that bear lemons, grapefruits, kumquats and tangerines.

Adjoining the citrus orchard is a tea exhibit,—not a row of tea boxes, but a tea plantation brought to this country from Ceylon, carried across the sea under glass to protect the plants from the ocean breezes, tended all the way by nurserymen, and transplanted on American soil by the natives,—the first tea to take root in this country for a definite experiment. This display was planned solely as an exhibit, but it has passed into the stage of experiment to determine whether tea can be grown here. The early growth promises well, and it is not at all unlikely that San Diego may give to America a new industry that will cancel the importation of millions of pounds of tea from the Orient each year.

Neither is the display of machinery at the San Diego Exposition a thing of idle curiosity. It is in a great tract of land over which the heaviest tractors pull the giant steam plows, the cultivators and reapers that do the work of a hundred men. The normal human being has a passion to see the wheels go round. The same man who would not spend five minutes looking at idle machinery will watch intently when that machinery is in motion, and doing the work it is designed to do. Here the farmer sees the giant machine in operation; he discovers what modern invention has done to lessen the drudgery of the farmer's life. He gets a genuine understanding that farming conditions of the old days have changed. He sees that not only is the work done more quickly, but that it is done better.

Nearby is a five-acre tract which is called the Model Intensive Farm. It is dotted with peach and apricot trees, with walnut and apple and cherry and pear trees, and beneath these there lie a thousand rows of vegetables, some northern and some semi-tropical, but all growing in the profusion that is possible under intensive cultivation. A tract of land under intensive cultivation will grow five or six times as much as a similar tract under the old style.

On our model farm is seen a section given over to an intensive vineyard. A poultry yard is so arranged as to utilize every available foot of space. Not only is the farm made fertile, but also beautiful, for about it is a hedge of honeysuckle, and a trellis of roses. Surrounding the bungalow in the center, and the gardener's cottage and garden are thick beds of flowers and long trailing vines. Even the front of the poultry yard is half concealed by clematis. The interior of the bungalow displays all proper modern equipment and convenience at the disposal of the farmer's wife.

San Diego tells by its irrigation display how the desert has been converted into gardens. That lesson applies to the Southwest, and elsewhere. It applies just as fully to some 3,000,000 acres in Wisconsin, where the timber lands have been cut over, and nothing is being produced today. It applies just as well to the flats up and down the Mississippi, potentially as fine farm land as there is in the world, but today absolutely idle. It applies just as well to all the waste places about practically every city in the country, which are either barren, or worse.

In every other department of exhibits there is noticeable this same splendid feature not only of displaying the exhibits, but of instructing the visitor as to processes of growth and operation, and showing him clearly how results are obtained.

### County Exhibits

Probably the most decided impression of a visitor to the Panama-California Exposition—second, only to his wonder at its architectural beauty and magnificent setting—goes to the conviction that California is preeminently the golden State, a land of plenty "with milk and honey blest." Various counties, and groups of counties in the State have assisted San Diego magnificently in this direction. It would seem not amiss, therefore, to describe somewhat the more prominent of the county exhibits. Speaking in the major key, they classify under three sources: The Sacramento Valley Counties, the San Joaquin Valley Counties, and the Seven Southern Counties. To let the eye wander over the profusion and abundance of products in the building of any of these county groups is a joy forever. Each in itself seems filled to bursting with the good and valuable things of earth. Of the three exhibits the San Joaquin, one tends more to the unique throughout its design, and will be described more in detail.

The Sacramento Valley and mountain counties display their varied resources in an imposing building at the north of the Plaza. The building is one of the finest on the grounds of the palatial character. Along the front is a line of imposing pillars, and back of these is a deep alcove which forms the entrance. Within the great hall, whose woodwork is entirely of burned pine of exceedingly novel treatment, are gathered the wonderful resources of the valley and mountain districts of the north of the State. There are several unusual features of decoration, such as the artistic combination of jars that apparently support the entire weight of the central exhibit. Grains, nuts, olives, fruits, and honey speak in silent eloquence, while the wealth of the mountains is represented by ores of gold, copper, quartz, zinc and iron. Around the walls of the building and in the alcoves are thick growths of permanent plants.

The Seven Southern Counties Building seemingly gathers within its walls a collection of foodstuffs that could not be excelled. Particular reference is made to tropical fruits and nuts. Beet sugar and cotton are also conspicuous exhibits. A splendid array of gems and metals may be seen. The balcony is given over to an educational exhibit from the Seven Southern Counties, comprised of specimens of school work, photographs, paintings, etc. The Seven Southern Counties Building is artistic and permanent, and in the future will undoubtedly be used for educational purposes.

### The San Joaquin Exhibit

The San Joaquin Valley Building is probably the best example on the exposition grounds of the municipal building found in towns and cities throughout Spanish America, but it is the remarkable mural decoration inside the building that attracts the most attenion.

The great main section of the structure has its walls and ceiling decorated with grains and fruits and its space crowded with the various products of the valley. Worked into the design on the ceiling above the visitor sees an enormous bunch of grapes. He might suppose that an artist had painted an unusually realistic imitation of the grapes, but it is a bunch of real grapes that he sees, for the artist in this case has taken the fruit from the valley and worked it bodily into the design. Indeed, the entire walls, ceiling and pillars of the San Joaquin Valley Building are covered with intricate designs all worked in grain, fruit or seed.

There are unique panels in grain and grasses; there is a great design in sheaves and seeds just opposite the main entrance; there are pictures worked out in seeds; along the walls are artistic bromide prints of various parts of the valley, and these prints are set in frames of grain and fruit. It is impossible to describe adequately this decorative design, which must be seen to be appreciated.

The main exhibit is divided under five heads: Horticultural, agricultural, forestry and game, mining, and educational. Under these five divisions are shown all the products of the San Joaquin Valley from oranges to peanuts.

Special emphasis is laid on the dairy display, the San Joaquin Valley producing nearly as much in this line as does all the rest of California together. Here again, the unique grain designs play a prominent part, for attention is attracted to the dairy display by a life-sized cow made of seeds. In this connection it might be mentioned that the annual butter output of the San Joaquin Valley, if moulded into pound cakes, would reach from San Diego through the Panama Canal to Liverpool.

Just across from the dairy display is a honey exhibit, where once more those in charge of the San Joaquin Building have shown their originality. Written above the exhibit in large letters are the words "Alfalfa Honey." The letters, of course, were designed by the hand of man, but the work of filling them in was done by the bees, who crowded the space with honey and honeycomb. In like manner, various designs surrounding the display have been worked out in honey furnished and put in place by the bees themselves.

In the mining exhibit gems and minerals are artistically arranged to attract the attention of the visitor. A miniature forest has been constructed to show the forestry and game display. Between the miniature trees are stuffed birds and animals. There are samples of all the woods that grow in the valley.

The educational exhibit purports only to display agricultural features, but here again remarkably graphic methods have been employed. There are crop maps showing what is grown in every section of the valley, and the annual crop of each particular variety. Under great glass cases are miniature fields planted to rice, barley, corn and other grains and vegetables, in proportion to the amount of territory each product occupies in the valley, just so much space does it occupy in the glass case, and small cards above each field inform the visitor how much ground these miniature fields represent in the valley and just what, in bushels and tons, this ground produces. In the same way there are miniature groves of fruit, each of the tiny trees being carefully designed to be the exact counterpart of the variety it represents.

# School Children as City Beautifiers

By Morris M. Rathbun

When a general committee of one hundred leading citizens of Los Angeles City and County was called together last March to consider ways and means of beautifying their community and entertaining the strangers within their gates they discovered that they had a tremendous lot of work to do. It was voted to make the city a floral bower for 1915 in order that visitors to the two California expositions would find the city attractive.

It was easy enough to vote—in fact, the vote was unanimous—but when the question arose how to proceed there was much wrinkling of brows in the thick silence.

"Couldn't the school children help?" finally one deep-thinking committee member asked and this query gave birth to what is believed to be the greatest movement toward beautifying a city on the part of children that ever has been launched in this country.

The children could help, and did. When the last of the fall and winter planting is done, according to the estimate of the director in charge, there will have been five square feet of ground put under cultivation by children for every man, woman and child in Los Angeles, figuring the city's population of 600,000.

A plan was evolved during the summer vacation whereby the sub-committee on city beautifying should work in conjunction with the agricultural department of the city public schools. This branch of educational work already had been well developed. Its efficiency for the beautifying campaign was enhanced by a corps of five expert directors in gardening. With this central directing organization were joined the many parent-teacher organizations of the city.

To stimulate the interest of the little folks, cash prizes aggregating $18,250 were offered by the committee. These range from $5 to $50 for the little individual home gardener to $1,000 for the district making the best showing in decorative garden work.

Active work was begun when the schools opened in September for the fall term. The approach of winter has but little bearing in garden making in this section of the State so far as being preventative extends. Fall planting is an established institution and the flower shows are held in the winter, as at this season the rainfall develops the blossoms to their highest beauty. There is no "closed season" for the floriculturist.

Children competing for the prizes were made to register, as the committee has arranged to photograph the gardens in competition. The number registered represents only a small percentage of those taking part in the work of improving the school grounds, vacant lots, and engaged in agricultural work at home.

Free seed was furnished by the committee for the home garden and school work done in the competition. Through an agreement with leading seed dealers, who joined with the committee in the publication of a "Home Garden Manual" for free distribution, seeds for the beautifying work were purchasable at cost by school children with proper credentials.

Instructions in preparing the ground, planting and caring for flowers was given by the directors in charge. Each of the 150 schools was visited regularly. The children were told how to go ahead, their questions were answered by experts and they were given the printed dirctions prepared in style that could be understood by a child.

In order to facilitate the work, to enlist interest of the parents and public the day after Thanksgiving was proclaimed by Mayor Rose, as "Fall Planting Day." All citizens were called upon to join in the big plan to make Los Angeles a mass of sweet scented blossoms for 1915. The school children were given an extra holiday. The occasion was the first of its kind ever held in the city, and was such a pronounced success that the committee immediately planned another at a later date. It was estimated that 90,000 school children of the city actually planted flowers on Planting Day alone.

The plan of enlisting the children in flower planting proved Pope's line about the child being father to the man. Many fathers, uncles, mothers, aunts and all sorts of grown-ups found themselves drawn into garden work through the devotion of the little folks. The youngsters were provided with the seeds and full directions and started out with the best of the argument. Thousands of fathers stirred sluggish livers by spading up weed grown bits of ground in the yard.

The decorative scheme was not confined to front yards, but back yards as well. The slogan given prominent place in the "Home Manual" reads "Make your neighbor's front yard jealous of your back yard."

Throughout the county much the same general plan was pursued. There are prizes offered to the county schools as well, so that in the general beautification scheme the children are playing the big part, if not the most important part.

The results so far are most gratifying. Much of the work being done is of permanent character, such as lining school walks with trees, planting rose hedges, setting out shrubs and developing a defined scheme of landscaping. A higher standard of floriculture for the future, the instilling of love of the beautiful in nature in the children, the adding to the vacant lots, school grounds and homes of flowers and the general more sightly and cleanly conditions are listed as definitely accomplished.

The claim of Los Angeles to being the city of flower-surrounded homes has been more definitely established through the work of its school children. Any praise that may come from exposition visitors this year for the floral effects must be credited to the little folks.

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The San Francisco Civil Service Commission on the 12th of December, 1914, held a competitive official examination for court reporter of the police courts of San Francisco, such positions carrying salaries of $200 with extras per month for life. There were 18 contestants representing all the various shorthand systems including Gallagher-Marsh, Pitman, Gregg, Graham, Munson, etc. The examination was the most stringent and exacting ever held in California. The regular statutory examination for court reporter requires a speed of 150 words per minute for five consecutive minutes; the examination before the Civil Service Commission averaged 158 words per minute for 10 consecutive minutes. It was so severe that only two of the contestants passed. Walter E. Trefts and John F. Gallagher, who writers of Gallagher-Marsh, our California shorthand system, which is making stenographic history for our State.

The following letter from Superintendent Roncovieri of San Francisco is a valuable endorsement of the Gallagher-Marsh System and shows that it has proven its proficiency in San Francisco's public commercial schools:

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Supt. of Schools.

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## Lincoln—The Man of the People

[Edwin Markham, the world's great poet, was formerly superintendent of schools of Eldorado county, California, and a teacher and principal of schools for several years. The following poem on "Lincoln" is the greatest tribute yet made to our Martyr President.—Editor.]

When the Norn Mother saw the Whirlwind Hour
Greatening and darkening as it hurried on,
She left the Heaven of Heroes and came down
To make a man to meet the mortal need.
She took the tried clay of the common road—
Clay warm yet with the genial heat of Earth,
Dashed thru it all a strain of prophecy;
Tempered the heap with thrill of human tears;
Then mixed a laughter with the serious stuff.
Into the shape she breathed a flame to light
That tender, tragic, ever-changing face.
Here was a man to hold against the world,
A man to match our peaks and plains and seas.

The color of the ground was in him, the red earth.
The smack and tang of elemental things:
The rectitude and patience of the cliff;
The good-will of the rain that falls for all;
The friendly welcome of the wayside well;
The courage of the bird that dares the sea;
The gladness of the wind that shakes the corn,
The mercy of the snow that hides all scars;
The secrecy of the streams that make their way
Beneath the mountain to the cloven rock;
The undelaying justice of the light
That gives as freely to the shrinking flower
As to the great oak flaring to the wind—
To the grave's low hill as to the Matterhorn
That shoulders out the sky.

Sprung from the West,
The Great West nursed him on her rugged knees.
The strength of virgin forests braced his mind;
The hush of spacious prairies stilled his soul.
Up from log cabin to the Capitol,
One fire was on his spirit, one resolve—
To send the keen ax to the root of wrong,
Clearing a free way for the feet of God.
And evermore he burned to do his deed
With the fine stroke and gesture of a king;
He built the rail-pile as he built the State,
Pouring his splendid strength thru every blow,
The conscience of him testing every stroke,
To make his deed the measure of a man.

So came the Captain with the thinking heart;
And when the judgment thunders split the house,
Wrenching the rafters from their ancient rest,
He held the ridgepole up, and spiked again
The rafters of the Home. He held his place—
Held the long purpose like a growing tree—
Held on thru blame and faltered not at praise.
And when he fell in whirlwind, he went down
As when a lordly cedar, green with boughs,
Goes down with a great shout upon the hills,
And leaves a lonesome place against the sky.

—Edwin Markham.

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## BIRD PICTURES FREE TO TEACHERS

The sum of $25,000 has been supplied to the National Association of Audubon Societies for the purpose of helping teachers to give simple instruction on our native birds to their pupils during the year 1915. The Audubon plan of assisting teachers, is to help them form and conduct simple Junior Audubon Classes. The method is as follows:

Any teacher or other person who will interest not less than ten children in contributing a fee of ten cents each to become junior members, and will send this to the office of the National Association, will receive for each child ten of the best colored portraits of wild birds that have ever been published in this country. With each one of these ten pictures goes an outline drawing intended to be used by the child for filling in the proper colors with crayons. Each picture is accompanied by a four-paged leaflet describing the habits and general activities of the bird treated. Each child in the class will also receive an Audubon button. The cost of publishing and mailing this material is a little more than twice as much as the child's fee.

The teacher who forms such a class receives, without cost to herself, one full year's subscription to the beautifully illustrated magazine "Bird-Lore." This is the leading publication in the world on bird-study. To the teacher there is sent also other free literature containing many hints on methods of putting up bird-boxes, feeding birds in winter, and descriptions of methods for attracting and keeping birds about the home or the school house.

The accompanying illustration will give some idea of the character of these pictures, but remember all are in natural colors, are much larger than is here indicated, and are printed on cards of sufficient size to make attractive school room decorations.

The ten subjects supplied to children this year are as follows: Brown Thrasher, Nuthatch, Bluebird, Downy Woodpecker, Baltimore Oriole, Robin, Bobolink, Goldfinch, Song Sparrow and Green Heron.

Endorsing this work, Dr. P. P. Claxton, United States commissioner of education, says: "I consider the work of the Junior Audubon classes very important for both educational and economic results, and I congratulate you upon the opportunity of extending it. The bird-clause in the Mosiac Law ends with the words 'That it may be well with thee, and that thou mayest prolong thy days.' The principle still holds. I hope that through your efforts the American people may soon be better informed in regard to our wild birds and their value."

In 1914 school children to the number of over 115,000 availed themselves of this opportunity. Hundreds of enthusiastic letters have been received from teachers.

As long as the Association's special fund for this work holds out, this offer is open to any teacher in the United States or Canada. Any teacher reading this notice may immediately collect the dues of ten or more members of her class, send them in, and receive the material; or further information will gladly be furnished upon request.

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## Editorial

### Nineteen Fifteen

The epoch of the Panama Canal, and Exposition of 1915, is here. Public school teachers should use the Exposition for lessons not found in books.

* * *

### To School Trustees

New laws are made each time the legislature meets to take the power and responsibility away from the people and place it in the hands of commissioners, or special high-salaried officials. Knight, of Santa Clara, has introduced a bill which provides that the county superintendent shall purchase all school supplies. This is a bad, vicious law. First, the superintendents of the State do not want to be made mere purchasing agents. They have no time nor aptitude for attending to the supply business. Again it is a reflection on the ability of school trustees. It is indeed unfortunate if there are not three honest capable men in each district that can be trusted with the purchase of thirty or forty dollars worth of supplies per annum. The trustees should write to their members of the legislature to kill this bill. Superintendent Hanlon of Contra Costa, reports that he saves his county considerable expense in acting as purchasing agent. Where one succeeds, however five may fail, and the real work of the superintendent which is to increase the efficiency of the education of the children, will suffer.

* * *

### Which Do You Go To?

Our neighbor, the Kansas "Phoenix," has this very penetrating remark: It is peculiar that a man who owns a bunch of cattle will go out to look at them every few days, but not once during the whole year will you catch him at the school house where his children are getting their education.

State legislatures are too much inclined to take the same view. And it always will be a fact that the intelligent interest of parents is absolutely a fundamental necessity in educating children.

The above from "Collier's" has a lesson for all of us. We are too inclined to look at the ant heap in the cow path of foolish progress as the most wonderful thing in nature, while the child is neglected.

* * *

### A Bad Act

Senator Hans has introduced a resolution No. 15, providing for a constitutional amendment for uniform high school books free, and provided by the State. Free text books in the elementary schools is yet an experiment. The quality and quantity of the uniform books for the elementary schools furnished by the State Printing Office, are subject to the disapproval of uninterested critics. Senator Hans' constitutional amendment is bad. You might as well graft oranges on the apple trees of North Dakota as to try State uniformity and State publications of high school text books. A word to the wise is in this case inefficient. Take a club.

* * *

### Socialism

President Wilson at the banquet in his honor at the Fairmont Hotel, three years ago, turned to a group of men interested in public service corporations and said: "If you men do not run your corporations satisfactory to the people, the people will run them for you." Was President Wilson the prophet of the jitney bus?

* * *

### Military Training vs. Vocational Training

The best word that has ever been written for military training on the schools in that it is a splendid system of phsyical development. This is true, but what is the value of a well-developed body when it is shot to pieces. Military training is an aid to material and spiritual destruction. Vocational training is in the direction of a brighter social future. Military training is the false moon beneath the smooth surface of the water. Vocational training is the true moon.

* * *

The State Board of Education will meet at Sacramento on March 1st. Bids will be received for text books. It is reported that a number of the leading publishing houses will not submit bids.

* * *

### "On to Where?" Asks Wisconsin Professor

"On to Where?" asks Professor Grant Showerman in the February number of the Wisconsin Alumni Magazine. In this article Professor Showerman, a member of the Latin department of the university, challenges the materialistic attitude toward education and defends pure culture. After describing a newspaper report of a recent campus pageant which after symbolizing the useful arts taught at the university ended with everybody's singing: "On Wisconsin." Professor Showerman is moved to ask:

"On to where? Is everything not directly vocational and immediately related to the practical affairs of life to be disowned? Is Wisconsin to become an experiment station pure and simple, not only in the technical colleges, where there is some excuse for it, but in letters and science as well?

"No, it is not. There is among the solid citizenship of the State too much appreciation of the value of liberal education for that to happen. But too much yielding to inexpert and unconsidered educational opinion can damage, if not destroy.

"And not only can it damage the cause of pure learning, but in the very process it must damage the cause of applied learning. It is an exceedingly superficial view that regards the two as antagonistic or unrelated.

"Pure learning enters into the life of the State in two ways. It has a primary effect which has to do with the character of the citizen and the ideal of citizenship, and a secondary effect which is manifested in the practical affairs of civics and industry."

## Education Notes

Edwin Markam, the poet, formerly superintendent of El Dorado county and principal of Tompkins School, Oakland, visited San Francisco during the opening of the fair. The Oakland Teachers' Club gave him a big reception on Saturday, February 27, and the Sequoia Club, Harr Wagner, president, gave him a special Bohemian dinner on February 25.

* * *

Hugh J. Baldwin, ex-superintendent of San Diego, has been specially commissioned to secure educational exhibits for the 1915 Exposition.

* * *

H. L. Carnahan of Riverside, California, appointed commissioner by Governor Johnson under the new corporation act, was a school teacher in Riverside county during the time Edward Hyatt was county superintendent of schools.

* * *

The division of reference and research, Department of Education, New York, has issued a complete and valuable (bulletin No. 3) booklet on the "School Lunch Service," by Edward F. Brown.

* * *

Job Wood has done a splendid service for the State by segregating all the educational bills, and making a file of them in such a compact form, that they can be studied intelligently.

* * *

Edward De Groot was introduced to the 1300 teachers of the San Francisco school department at the Columbia Theatre recently. Prof. De Groot made a favorable impression, and the teachers of the San Francisco school department will be responsive to his efforts in advancing physical education.

* * *

Henry S. Curtiss, Olivet, Mich., author of "Play and Recreation," will spend the month of May in California, and devote his time to lecture work. Dr. Curtiss is an expert and those desiring to make engagements should write to the above address.

* * *

The N. E. A. is offering a prize of $1000 for the best essay on the "Essential Place of Religion in Education." For full particulars address D. W. Springer, Ann Arbor, Mich.

* * *

To the school trustee: Do you want your boy to become a farmer? Then write to Thos. Forsythe Hunt, Berkeley, for a copy of "How Can a Young Man Become a Farmer." He will send a copy free.

* * *

If you are interested in vocational education, write to Dr. E. R. Snyder for his report to the State Board of Education, and his bill submitted to the legislature.

* * *

The teachers' retirement salary act of California is being used as a model for new pension laws in Montana, Nebraska and other States.

* * *

A. H. Chamberlain, the genial editor of the "Sierra Educational News," director of the N. E. A., author, and publisher, is on his way to attend the National Superintendents' convention in Cincinnati, Ohio.

**IN MEMORY OF MISS ANNIE McCAULEY**

**Miss Annie McCauley, vice-principal of the Lincoln School, Vallejo, died on January 11, 1915. Miss McCauley was born in Vallejo, educated in St. Vincent's Convent, and taught in the public schools of her native town for thirty years. She left a host of friends. Her former pupils and neighbors speak of her as capable, kindly, cheerful and inspiring. Few people possessed a greater degree of efficiency as a teacher, and her death is a distinct loss to the State she served so faithfully.**

An excellent history chart has been put on the market by C. F. Weber and Company. Many of the maps are entirely new, and it would be difficult to conceive a chart more thoroughly illustrating the subject. It is a necessity to every school, and should be acquired by every school. For further description see their advertisement on another page of this issue.

* * *

Teachers and school officials are cordially invited to make Ginn & Company's booth and rest room in the Palace of Education their headquarters while visiting the exposition. Meet your friends there. Have your mail sent in Ginn & Company's care. An attendant will be constantly on hand to serve you in any way possible.

* * *

Mrs. May Dexter Henshall, formerly county superintendent of schools of Yolo county, is now a member of the staff of the State library, having been appointed school library organizor. She is ready to meet as many engagements as possible to explain school library service and assist those interested toward working out the best solution of their problems. Mrs. Henshall as county superintendent of schools has seen several plans for school library service in operation. Her last experience was in assisting the county librarian of Yolo county in working out the details of county free library service to the schools of Yolo county. Notify J. L. Gillis, librarian, Sacramento, Cal., at any time if you would like to have Mrs. Henshall call, or speak at any meeting in your county.

* * *

An eight-page circular has just been issued from the office of the superintendent of public instruction, under the caption "Information About California School System." It is cleverly designed for answering the thousands of people who continually ask from all over the world about this, that and the other point regarding the California schools.

It tells about the functions of the various school officers of the county and State, and dives a directory of the same. It describes certification, examination, teachers, text books, institutes, salaries. It touches the different classes of schools, colleges, normal institutions and universities of the State. It gives lists of what may be had and what not in the way of official publications. Altogether, it is a tidy and handy little thing, well worth keeping for reference. You can get a copy by writing to Superintendent Hyatt, at Sacramento.

* * *

The famous Shortridge High School in Indianapolis, Indiana, has adopted Gregg Shorthand, displacing the Benn Pitman System. Los Angeles Night High Schools and New York City schools are now teaching Gregg Shorthand. In 1900, two hundred schools were teaching Gregg, in 1915 over three thousand schools have adopted the system.


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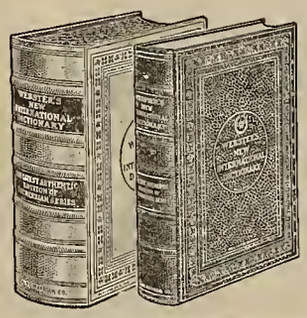

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**ADVERTISEMENT FOR TEXT BOOKS**

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbooks:

(1) An elementary history of the United States for the fifth grade.

(2) A history book dealing with beginnings of American history in Europe for the sixth grade of the elementary schools.

(3) A manuscript of about ten thousand words dealing with the history of California, to be published by the state for use in the fifth or sixth grade of the elementary schools.

(4) A dictionary for the use of pupils in the elementary schools, particularly for the grades from the fifth to the eighth inclusive.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board at his office in the State Capitol Building, Sacramento, on or before March 1, 1915.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbook in ————," may be submitted on or before the hour of 4 o'clock p. m. of March 1, 1915.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education at Sacramento.

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Edward Hyatt, Secretary. Sacramento, California.


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Note.—The recent legislature enacted a law which requires Boards of Education, Trustees, etc., to give preference to books compiled within and printed and published in California. The law applies to the above book. Boards of Education should patronize home industry provided of course that the books have merit.

THE STANDARD COMMERCIAL SCHOOL
Court of Palms Entrance—Palace of Education

This school will open in April in the Palace of Education at the Panama-Pacific International Exposition. The work is being outlined and will be supervised by a State and National Educational Board consisting of prominent school men, especially interested in commercial education.

There will be two courses: One the commercial, consisting of penmanship, bookkeeping, commercial law and commercial arithmetic; the other the shorthand course, consisting of shorthand, typewriting, spelling, penmanship, business English and office training. Generous floor space at the Court of Palms entrance, on the main aisle, of the Palace of Education, has been assigned the school and model office by the Exposition.

Competitive examinations will be held in high schools and each school will select its own students to pass a final elimination examination under a special committee of high school teachers. About fifty students will be eligible for the exposition school.

The teachers will be selected with the idea of their fitness to show the thousands of other teachers what can be done with a course carefully correlated and aided by modern equipment, up-to-date office appliances, concentrated effort and no waste of energy, time or attention.

Balconies are being built to accommodate special delegations of teachers who will visit the school in a body.

A demonstration balcony will be erected across the main aisle from the school where the famous shorthand writers, typists and operators of the various office appliances will appear from time to time and explain their work, and where lectures on special subjects, such as salesmanship, advertising, etc., will be given. A series of illustrated lectures, including moving pictures on subjects that will appeal to those interested in a commercial and business education, will be a part of the exhibit. The school will continue uninterrupted from 10:30 to 3:30 each day, including Saturday. By request, a night school will be held for the employees of the exposition only. Instruction, supplies and admission to the exposition will be free to the students. David Lever is director, and Frances Effinger Raymond is secretary and treasurer.

* * *

WORTH INVESTIGATING.

The Cultural Review School, 37 South Wabash avenue, Chicago, Ill., the announcement of which appears on another page, offers a correspondence course to teachers and others, who may be interested in short story writing. The course is in two parts, the first being an analytical study of the world's best short stories. The second part is a preparation in story writing based upon the first part.

Teachers everywhere who desire to prepare for teachers' examinations, will find the correspondence courses of this school especially adapted to their needs.

**SCHOOL SUPPLIES** Catalogue mailed free to Teachers. Speakers, Recitations, Dialogues, Plays, Marches, Drills, Exercises, Celebrations, Entertainments, Games, Songs, Teachers' Books and Dictionaries. Reward and Gift Cards, Drawing, Sewing, Number, Reading, Alphabet and Busy-work Cards, Reports, Records, Certificates, Diplomas, Drawing Stencils, Blackboard Stencils, Colored Pegs, Sticks, Beads, Papers, Stars, Festooning, Drapery, Flags, Raffia, Sewing, Silkette, Needles, Scissors, Blackboards, Erasers, Crayons, Maps, Globes, all School Goods.
Address to A. J. FOUCH & CO., Warren, Pa.

**Palmer Method Penmanship at the Panama-Pacific Exposition**

SUMMER SCHOOL

We shall conduct an extra Summer School for Penmanship Teachers and Supervisors, during July, either in San Francisco or in the near vicinity. Special facilities provided in this school for a thorough study of the mechanics and pedagogy of Palmer Method Business Writing.

EXHIBITS

At the Panama-Pacific Exposition we shall have two attractive exhibits, both in the Educational Building. One will be our still exhibit with its thousands of specimens from pupils of various schools throughout the country. The other will be a live exhibit where classes in Penmanship will be conducted each day.

This live exhibit is being organized and will be conducted under the direction of the National Committee of Business Education of the Panama-Pacific Exposition; it will be known as the Modern Commercial School.

Further announcements will be made later in this space, of our Summer Schools, and our exhibits at the Panama-Pacific Exposition.

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13. Results of the French and Indian Wars
14. The 13 Original Colonies in 1774
15. Physical Map of the U. S.
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17. The Revolutionary War 1776-77
18. The Revolutionary War 1777-81
19. Results of the Revolutionary War 1783
20. Western Land Claims, Territorial Organizations
21. Louisiana Purchase. Florida Purchase
22. Explorations in the West
23. War of 1812
24. The Missouri Compromise
25. The Republic of Texas and the U. S. in 1837
26. The Northern Boundary of the U. S.
27. The United States in 1846
28. The Mexican War
29. Results of the Mexican War
30. The Compromise of 1850
31. The Kansas Nebraska Act
32. The United States in 1861
33. The Civil War 1st Year
34. The Civil War 2nd Year
35. The Civil War 3rd Year
36. The Civil War 4th Year
37. Indian Wars
38. The Spanish-American War
39. Acquisition of Territory
40. Admission of the States
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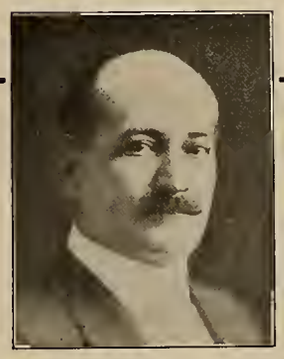

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37 South Wabash Ave. Box..1235 CHICAGO, ILL.

The nagging teacher is a nuisance, neither knowing nor caring what the effect upon the child may be, just so the opportunity is not lost of reminding him of how bad, or careless, or dull, or lazy he is. Pupils are never made better by nagging or fault-finding. The spirit of resentment and retaliation is aroused by such a course. Talk of the good that one may possess and he will want to be better. High standards and incentives should be kept before the children all the time. Not alone by precept, but by example. The teacher must strive to be what she would wish the children to become.—Missouri School Journal.

* * *

J. G. Martin, a well known teacher of Fallbrook, Cal., has been urging and advising the establishment of school homes for teachers on the school grounds.

## Book Notes

"The Holton-Curry Readers," by Martha Adelaide Holton, Mina Holton Page and Charles Madison Curry; published by Rand, McNally & Co., Chicago.

"The Holton-Curry Readers" are the complete realization of the highest ideals in educative reading. The authors have been inspired by a great constructive purpose. They have been aware that in preparing a set of reading books for school use they have taken upon themselves much of the responsibility for future citizenship. That they have been successful in their task is fully verified by the optimistic and inspring tone permeating the series. They are the books that cheer and brighten life, that hold the high ideals and give faith in a greater future.

The selections, taken from the literature of all periods and nations, are excellent indeed; romances and fables of undying popularity and worth, simple classical tales, translations from foreign literature, poetry as beautiful as inspiring, are used in these books, for perhaps the first time as material for school reading. The teaching method is carefully developed, based on years of experience, and a complete understanding of the child mind. Phonic drill commences with the first lesson and is continued through the first four books. Expression work, enunciation, dictionary work, the importance of which every teacher realizes, receive special stress, and the study questions in the last five books should develop a literary appreciation.

In every detail the "Holton-Curry Readers" are the highest achievement in school books and may be placed in the child's hands with full confidence that the object of educative reading will be accomplished.

* * *

"Vocational and Moral Guidance," by Jesse Buttrick Davis, A. B., A. M.; published by Ginn & Co., Boston.

Vocational and moral guidance is a subject still in its infancy, and accordingly more or less in a state of chaos. In fact, the exact definition and scope of the term "vocational guidance" has not yet been unanimously agreed upon. Detailed information on the subject is in considerable demand, and this work is the response of the author as to how the subject was originated by him and carried on in the Central High School of Grand Rapids, Michigan.

The book is a valuable aid to teachers of English composition, giving a complete outline with bibliography for teaching vocational and moral guidance through composition from the seventh grade through the high school. It is an aid to principals of grammar schools and high schools, by showing the need of vocational and moral direction in education, with methods of application to the curriculum. Likewise it has a message to superintendents of public schools, to librarians, to parents, to all who come in contact with youth and its problems, and whose duty it is to render timely and efficient help in this important subject.

* * *

"Sunbonnets and Overalls," a dramatic reader and an operetta, by Etta Craven Hogate and Eulalie Osgood Grover; published by Rand, McNally & Co., Chicago, Ill. Price 40 cents.

The spontaneous, undirected play of child-

hood is an educative medium of great value. When that instinct is directed by trained teachers toward certain educational aims, the effectiveness of play as an educational medium becomes unlimited in its possibilities.

In this book the little children play their way through the lessons; they march and dance and sing. They do the things they like to do, play the games every child loves; they are given opportunity for movement and rhythm, acting out their impulses, imitating, and with every movement and every acted thought they are learning.

* * *

"Heroes of Peace," by F. J. Gould, with introduction by G. P. Gooch, M. A.; published by Harper & Brothers, New York. Price 75 cents.

As the title implies, the stories in this little book have been written with the definite object of directing the minds of youthful readers to the ideals of peace on earth and good will among men. The belief is indeed expressed by Mr. Gooch in his introduction that the higher virtues, born of circumstances and mothered and carried out by war, will never yield to a frontal attack. But he evidently believes that it can be done in another way, and so takes exception to the rulings in former cases, as shown by ages of history, human nature asserting itself now and again, and to the conviction of the vast, the very vast majority of men, many of them little more than brutes, it is true, but at least endowed with the spirit of manhood.

For this reason the stories here told are for the purpose of attacking the spirit of manhood, that would resist encroachment upon dignity, honor and worldy possessions, by means of counter attractions. This is to be accomplished by the building up of a rival ideal, by the further spread of commerce, the further extension of all industries, the building of yet greater factories, to enslave yet many more millions beneath the yoke of competitive labor, and increase the world's population in order to increase the laborer's misery and abject dependence upon the capitalist and civilization's system.

And thus the author would combat the spirit that nature gave us to resent the encroachments of wrong and aggression and our natural inclination to preserve honor and dignity and respect, whether of the coarse quality of the lower classes or the more refined but none the less spirited kind of the better classes, based upon the foremost of fallacies, the brotherhood of man, which Mr. Gooch in his introduction believes is now making a tardy appearance after a vain struggle of two millenniums for an existence. So long as these delusions are harmless we might be satisfied to watch them with serene pity, but if their nature become pernicious and the improbable come to pass that they undermine the moral strength of state and nation and effeminize its citizens, then indeed we should hear from the energetic lips of some one the word that would command us to cease in the pursuit of a dangerous folly.

* * *

"A Spanish Commercial Reader," by E. S. Harrison; published by Ginn & Co., Boston.

This book is somewhat a departure from the ordinary texts on Spanish, in its closer application to the practical needs of the student of Spanish, when in due time he is to turn his study into practical use.

The aim of this reader is to enable students of Spanish to become familiar with the business forms, terms and customs of Spanish speaking countries. The text is divided into three parts—business stories, general articles, business forms. The stories are interesting and contain a wide commercial vocabulary. Such material, and the methods pursued in this book, will unquestionably secure gratifying results to anyone interested in securing a command of Spanish for practical purposes.

* * *

"The Art of Versification," a recent book from the gifted pen of J. Berg Essenwein and Mary Eleanor Roberts, published by the Home Correspondence School, Springfield, Mass.

The book is unique in the field of literature, since theory is relegated to the background, since actual verse construction is explained, illustrated, and analyzed. This practical handbook is full of so much of style, so much of technique, so much of the mechanics of versification, that it is an invaluable aid to the student, to the literateur, and to the writer of poetry and verse.

"Causeries En France," by E. E. Patton, published by D. C., Heath & Co., Boston, Mass.; price seventy cents.

This little book is produced in an effort to correct the usual fault of a student of French being able to read it well enough but not to translate. The usual fault of a faulty vocabulary is here attempted to be corrected. More than 4000 words are introduced, and these the usual conversational vocabulary. The phraseology of every-day life in its various relations is illustrated in typical conversation, and each noun or idiom is employed, in adverse connections, not less than three separate times, a repetition necessary to fix such word or idiom in mind. The book is an excellent addition to the store of French books, and can well be used to supplement the text with intelligent conversation on interesting topics.

"School Discipline," by William Chandler Bagley; published by the Macmillan Company, 66 Fifth Avenue, New York; price, $1.25.

The book is primarily intended for the young teacher, and presents in a concrete way, the various steps that may be taken to establish a wholesome school spirit. The chapters deal rather with positive and noncoersive than with restrictive and repressive methods of treatment. A series of questions and exercises is appended to each chapter, so that the book can well be used as a text either for class work or in individual study.


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"USEFUL SPANISH WORDS AND PHRASES"

Though not intended as a treatise on the Spanish language, this booklet will enable you to acquire the pronunciation of the Spanish equivalents to words concerning time, money, food and apparel. Hotel parlance and a goodly list of everyday expressions are included. We are glad to furnish a copy of this booklet, FREE UPON REQUEST, because it contains information relative to Dixon's Graphite Productions that may be of interest to you.

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## Funny Moments

### How Unfair!

"How did your daughter pass her examination for a position as teacher?" asked one.

"Pass!" was the answer. "She didn't pass at all. Maybe you wouldn't believe it, but they asked that girl about things that happened long before she was born."

* * *

She—The French word for law is feminine. Isn't that funny?

He—I don't know. The law is dreadfully uncertain, you know.

* * *

"You may have anything you like as a New Year's present," said the Fairy Godmother.

"I will have," answered Prince Charming, "either a wife or an automobile."

"Foolish boy," exclaimed the Fairy Godmother angrily; "why on earth don't you choose something you can manage?"

* * *

"Let me see," said the young man thoughtfully, "I've got to buy some flowers, and some confectionery, and some theater tickets, and—"

"Doing mental arithmetic?" inquired the man at the next desk.

"No. Sentimental arithmetic."

* * *

Mr. Golden had a new office boy. A few days after his arrival some money was missing from the cash drawer.

Calling the new boy into the private office, Mr. Golden said severely:

"There is $10 gone from my cash drawer, Albert. Now you and I are the only people who have keys to that drawer."

"Well," replied the boy cheerfully, "s'pose we each pay five dollars and say no more about it?"

* * *

"Yes," said the old man, "my strength is failing somewhat. I used to walk around the block every morning, but lately I feel so tired when I get half way around I have to turn and come back."

* * *

"See here, waiter," exclaimed the indignant customer, "here's a piece of wood in my sausage!"

"Yes, sir," replied the waiter, "but I'm sure—er—"

"Sure nothing! I don't mind eating the dog, but I'm blest if I'm going to eat the kennel too."


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* * *

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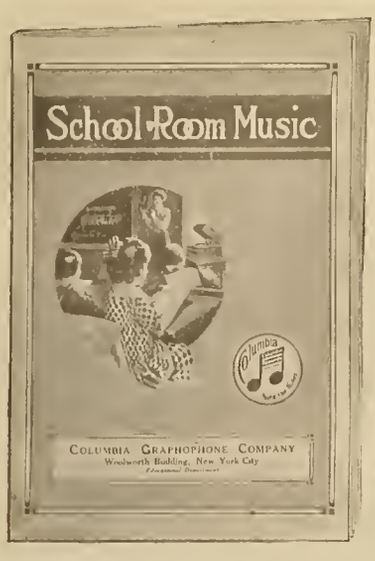


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EDUCATIONAL DEPARTMENT

THE
# WESTERN JOURNAL OF EDUCATION

Vol. XXI SAN FRANCISCO, MARCH, 1915 No. 3

MEETINGS

Bay Section the California Teachers' Association, Minnie Coulter, Santa Rosa, President; A. J. Cloud, San Francisco, Secretary. Meeting, April.

National Educational Association will meet in Oakland in August, 1915. David Starr Jordan, President.

Northern California Teachers' Association, R. W. Camper, President; Williams, Cal.; Mrs. Minnie O'Neil, Sacramento, Secretary.

Central California Teachers' Association, Craig Cunningham, Madera, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, C. H. Covell, President, Redlands; J. O. Cross, Secretary, Los Angeles. Meeting for 1915 at San Diego.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Margaret E. Schallenberger, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, William H. Langdon, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, E. P. Clarke, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

## Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

### Time's Mutations

My own job is so changed by the operation of the new laws that I hardly know it myself. I am made the secretary and executive officer of the State Board of Education, which has so many things to do, and so many people to do them that it is almost impossible to get away from the office. There are three commissioners, one textbook assistant, and a half dozen clerks and stenographers in addition to my own office force. Consequently the outdoor lights and shades of this column are conspicuous by their absence. I never see the green fields any more but only the feverish interior of an office, with people coming and going, with telephone bells jangling and telegraph boys running, and elevators going up and down interminably, and letters tumbling in a never ending stream.

### Good-Bye

Principal McKown of the Santa Monica High School, has ripped the teaching profession up the back in the Sierra News for asking the book companies for free copies of books, for desk books, for examinations, or what not. He says the practice ought to stop, because it is not fair to the companies nor to the teachers, and that the school should be expected to buy and pay for the desk books that are needed.

It seems to me, after long observation, and occasional thought, that Mr. McKown is correct. Upon what theory would a teacher ask an agent for one or more valuable books? If he is honest, is he not under an obligation? Some teachers gain a reputation with the book men as book hogs, and are contemptuously advertised as such in private conversations. The book men seem willing and anxious to meet all requests of this kind—but really they feel it to be an unfair imposition that is necessary to hold trade. Once I saw a fellow member of my board say, "Well, I should like a copy of Webster's Unabridged Dictionary, if you please." Although he was half joking, he got the dictionary, and he has it yet. Some save all their sample copies for a few years and sell them to second-hand men in a lump for ten or twenty or thirty dollars.

All these things are not illegal, but they are unmoral. They dull the edge of honesty. They are an unfair tax on the one hand and a dubious demand on the other.

### The Poll Tax Loss

A school clerk from a mountain district writes asking "How is it that the abolition of poll tax has affected the funds this school year?" Perhaps others have wondered the same thing, so one answer may do for all.

The poll tax is collectable until March 1st, and is a lien against real estate. It really ought not to be felt this year. But, after the law was repealed, the collections slumped. The money has not been coming in. Doubtless, a good deal of it will yet straggle in as delinquent taxes in coming years. But it isn't here now. If it isn't here it can't be apportioned. Therefore, its lack affects this school year. Up to this writing the powers that be have made no move toward making good the loss to the State funds caused by voting out the poll tax. They seem inclined to leave it for the separate counties to deal with. This will be unfortunate. Some counties will make up the loss by adding to their tax rate, others will not. The provision for remote and inaccessible children will be greatly reduced.

### An Ever Present Tendency

"The tendency of politics is to consolidate power in a few hands.

"Now, nothing is more certain than that every democracy which ever lost its freedom lost that freedom by shirking its duties and putting excessive authority and power in the hands of one or of a few executive heads.

"It was precisely against this ever-present menace that our fathers were on guard when they established our free, constitutional, representative system of indirect popular rule. And the men who founded this government were far wiser and far abler and far better acquainted with the history and science of political government than many of the public men of today."

The above expression is so weighty, so grave, so wise that it might be from George Washington or Thomas Jefferson or Abraham Lincoln. I hesitate to tell that it is from an editorial in a large daily paper in San Francisco, lest that might weaken it and cheapen it in the minds of some. Take a moment from your busy life and read it thoughtfully. Now and then, ponder it again.

### Swarms To a New Hive

I did make one visit last month, however. The Ceres High School, in Stanislaus county, had the time of its life on February 20th, celebrating the completion of its new building, costing $35,000. It was most interesting and affecting to see the enthusiasm and the whole-hearted pleasure of the young folks, the trustees, the teachers and the people of the community in the occasion. They were all thoroughly happy.

And no wonder! The children marched in procession from the poor, old, cracked, unsanitary high school, clear across the

## MARSHALL'S PHILOSOPHY OF LIFE

The Vice President of the United States, in his Charter Day address at Berkeley, March 23, scintillated with maxims, epigrams and wit:

Men who refuse to think for themselves hire a popular leader as they would a lawyer.

We boast of our democracy and sneer at pomp and circumstance abroad, but, if we are fair with ourselves, we must admit that no other people are such outrageous flunkies, pecksniffs and yellow-plushes as the Americans.

We select a man, hoist him on a pedestal, swing censers of adulation, say that since time began there was never another like him. Then he does some little thing that does not measure up with our omnipotence. Down goes the censer and up comes the brickbat.

Happy is the man in public life who remembers that the people who waved palms and sang hosannas to our Lord on Sunday were the same who shouted "Crucify him" on Friday.

The average public man doesn't last till Friday.

* * *

I promised myself this morning to speak no word of politics here. This is not intended to be political. There was a great man in this country, a former President, who, for eight years could do no wrong in the eyes of the people. Last fall they took him off his pedestal, except in California, and smashed his feet of clay.

I, for one, am sorry that they did. It is not given to every great man to live up to a God-given name. "Theodore," you know, means "the gift of God," and surely he was the best gift the Democratic party ever had.

* * *

Time was when we thought it was no one's business what we wore, or ate, or drank, or did. I think so yet. But it isn't so. Times have changed. The health officer has come around and he has said to me: "Democrat that you are, you must bathe once each week."

I regret that there are not more American homes, for, coward that I am, I would shed the last drop of my blood in defense of my home. But I will never shoulder a musket in defense of a boarding-house.

* * *

I don't believe there is half so much danger for the republic in vast wealth, dangerous as it is, as in a spirit growing with mushroom growth, a spirit of leaning on great wealth, taking the spine out of young men and leaving them jelly fishes.

* * *

Young men, you must decide whether to be a statutory animal or a human being. If there is anything wrong in home or business or State or society, you think you can rectify it by statute of the California legislature.

If a chicken should run at large in Berkeley you would run to the Common Council and immediately have it made against the law for said chicken to roam the town and require all policemen to arrest the criminal chicken on sight.

I am not against really progressive legislation. I hope you will have as much more of it as will do you any good. But your legislature will be as idle as a painted ship upon a painted ocean unless the men and women of California stand up for God and Home and Native Land.

town to the new one, spick and span, with commodious class rooms and halls, rest rooms, locker rooms, laboratories, sewing rooms, manual training rooms, fans, thermostats, electricity, gas and everything else that is dreamed of in our school philosophy today.

The procession was led by the Grand Army Post of the neighboring town of Turlock. A beautiful flag had been presented to the school, which was ceremonially carried by the younger children, and ceremonially raised at the new site under the auspices of the old soldiers, with Mrs. Cora L. Abbott, the president of a local patriotic society to deliver a fine, ringing address. All this was outdoors, in front of the new building, with the whole countryside gathered about in automobiles to view the impressive spectacle.

Afterward everybody went into the new assembly hall and were called to order by Charles Whitmore, president of the student body, Principal C. H. Meeker, of the St. Helena High School, was the orator of the day, and his address was exceedingly kindly, helpful and wise for a body of high school people.

In the evening, a great audience again came to the assembly hall, where they were addressed by County Superintendent Bacon and others, under the management of Dr. Cartright, the president of the Board of Trustees.

Next evening—for Ceres regards a dedication as a solemn occasion, not to be dismissed in a minute — another great throng gathered to hear a brilliant address by Prof. T. H. Reed, and later every one of the audience had a bounteous supper, prepared by the ladies of the town. Think of getting supper for 700 people!

It goes without saying that much of the success and good feeling and happy results of the entire occasion grew out of the far-seeing and long-continued labor of the principal of the school, J. Perry Ratzell.

# The Survey of the Uplift Field

*By Frederick Olschewski*

## EDUCATION FOR THE HOME

Study of home relationships, as an essential part of education, is the only cure for the divorce evil, according to Dr. B. R. Andrews, whose views are expressed in a recent bulletin on that subject issued by the United States Bureau of Education.

Man's responsibility, thinks Dr. Andrews, is equal to woman's in the matter of the home, and since it takes both to start it both should also be responsible for the results. The basis of appreciation of the home is laid in the kindergarten. Household arts will henceforth be taught in the elementary schools, in a general way, while practical training in domestic science will be given to girls whose education is to end with the elementary school. Nearly all the state normal schools have organized household arts departments, with definite courses of instruction.

Among the plans for re-enforcing the home and connecting it with the school, that of giving credit at school for housework done at home is becoming widespread. The plan has been carried on in Crete, Nebraska, for ten years and has been adopted in fifty or more high schools in that State, and in neighboring ones. It has been said to be the most democratic form of co-operation yet discovered.

### Rural Sanitation.

In 1909 the Commission on Country Life reported that the farm should be the most healthful place anywhere, and many farm houses, especially of the farm-owner class, possess excellent modern sanitary conveniences, yet many farm houses, especially of the tenant class, and even numerous rural school houses in some sections have not even the rudiments of sanitary arrangement.

The problem of rural sanitation brings up the possible danger to the individual on the farm and his immediate neighbors, and the menace which unsanitary farm conditions may present indirectly to urban communities. Any reform on the subject was in recent years generally resisted by the farmers, but a campaign of education on the subject by all manner of forces—municipal, state and national—should win its way into ever rural home that has any ties whatever with civilized communities. In fact, the object has already been largely accomplished.

The reform of rural sanitation, which is undeniably called for in some parts of the United States, must not overlook the personal element of the country dweller, and must reasonably conform with practicability, a fact sometimes overlooked by our city reformers unacquained with rural conditions. With the exigencies of the situation kept in mind, the campaign for improvement in rural sanitation is likely, in the words of a recent writer, to do much to make farm life at once more profitable, more healthful and more attractive, and by so doing contribute to safeguard the food supply, and therefore the health and efficiency of the nation.

### Child Labor Committee Blames Cotton Men.

"North Carolina has the least effective child labor law of all the industrial states, and it was one of her Senators who blocked the way to a Federal law in the Senate that has just adjourned." This statement was recently made by A. J. McKelvey, southern secretary of the National Child Labor Committee, at a recent quarterly meeting of the National Child Labor Committee. North Carolina cotton manufacturers succeeded in defeating all child labor legislation before the State Legislature, using a lobby said to be forty strong, and with sufficient influence to secure an unfavorable report from the committee. Then the matter came up in Congress through the Palmer-Owen bill, and their Senator was appealed to to defeat the bill in the Senate. Accordingly, Senator Overman of North Carolina contended that child labor is a state problem, and his manufacturing constituents able to defeat state legislation, the young children of the North Carolina cotton mills make appeal to state and nation in vain.

### Spanish in a Wisconsin Continuation School.

An expert of the State of Wisconsin, in studying the continuation schools in Racine, a manufacturing city of 40,000 people, found that most of the manufacturers were sending their Spanish correspondence to Chicago for translation, and on receipt of the translation would frame their replies and again send them to Chicago to be translated.

Such delay and inconvenience is hardly a business-like procedure, and the expert mentioned suggested the teaching of Spanish in day and evening schools to office correspondents, salesmen and stenographers. Fifteen applications were immediately made and when a teacher was found the attendance swelled to 150 at once, with the result that another teacher had to be secured. These pupils are not "school folk," but men and women who desire to know the language, habits and manners of the people who inhabit the various parts of the wonderful southern continent. The same trick can and should be accomplished in many other cities.

This growing appreciation and affection for the people of the south will count for more in the development of happy and profitable relationships than the cold and sometimes inconsiderate proffers of exchange of mere merchandise. It is said that "trade follows the flag"; still more it follows the lines of broad and mutual appreciation. It will mean much to get hundreds of the everyday people in each community and thousands in the great cities to study the language and homely commercial literature in their evenings and the spare hours along with the day's work.

### The Private Schools of the Philippines.

As a matter of fact there are in the Philippine Islands a large number of convent schools, which educate a very large percentage of the girls in the islands. At times the question has been asked, actuated by this motive or that, whether it is not true that these girls are required to devote most of their time to prayer. The question can best be answered by making a visit of inspection to any one of the convent schools in the Philippine Islands during the five hours that are devoted to school work each day and seeing for yourself the work that is being done. It is true that a certain amount of time is devoted to prayer, and several hours each week are spent in an endeavor to impress upon students the lessons of honesty, uprightness, morality and faith.

The visitor, however, would in all probability be as pleasantly surprised over the actual school work done as was the vice-governor of the islands on a recent trip of inspection through five or six of these convent schools of Manila. The work is largely industrial, suited to the needs of the inhabitants, to enable them to pursue a means of making a living. In this respect they follow a curriculum not unlike that of the public schools. But the quality of their work can not be denied, in spite of the fact that they spend some of their time in

prayer, for all over the islands can be found, in both public and private schools, a number of teachers in embroidery work, lace making, etc., who are graduates of the private convent schools.

**Plans for International Peace.**

At last we are presented with certain plans that have for their object the establishment of a permanent universal peace. It is pointed out by the American Association for International Conciliation that two of the plans recently suggested are interesting as bearing out Ex-President Eliot's suggestion for a confederation of states and an international tribunal capable of enforcing public contracts by overwhelming force.

One is the plan of Representative Bartholdt for the creation of an international court of decree and enforcement for the adjustment of disputes among nations. The proposed draft provides for the creation of a minimum international army and navy and the establishment and maintenance of such civil and armed forces on land and sea as the court may decree. Each signatory country will be required to contribute in accordance with its population to the support of both army and navy. All governments now maintaining war vessels will be required to surrender them to the international court, which will determine the number required for the enforcement of its decrees and direct the dismantling of the remaining vessels. It is provided that the standing armies of member countries shall be limited to one soldier for every 1,000 inhabitants.

The American Association for International Conciliation admits that these plans may seem chimerical, but comforts itself with the fact that since two or three of such plans have been presented by various prolific thinkers, it necessarily follows that more and more people must be seriously thinking of the subject. In fact, even such great and intelligent men as certified public accountants now occupy their minds with the subject, for Mr. Elijah W. Sells, at a meeting of such men, submitted estimates as to the cost of maintaining this international army and navy.

Do the proponents of such measures believe that if the interests of England and Russia were to clash, the interests of France and Germany might not be drawn into the conflict? A split in camp would be the inevitable result, each faction going its way and leaning in one direction or another as interest or sympathy dictate. Do these men expect to organize an international army in which every man has an international spirit and attitude? Or will any nation strong enough to stand on its own feet surrender its destinies into the hands of such a tribunal, and composed of whom, how and by whom? And what a wonderful chance it would be to open a new field of activities—international politics.

# The School Teachers' Page

*Eliza D. Keith*

ARITHMETIC, AN EXACT SCIENCE.

In these days of indeterminate text books teachers often search in vain for some of the old time definitions with which to clarify an idea in a child's mind. It is for such teachers that the following are offered:

Arithmetic is the knowledge or science of numbers.

A unit is one or a single thing; as 1.

A number is a unit, or a collection of units; as 1, 25.

The Romans used letters to express numbers. Roman numerals are capital letters used to express numbers; as I, 1; X, 10; C, 100.

The Arabians used figures to express numbers. Arabic notation means numbers expressed in figures; 1, 2, 3, 4, etc.

Notation is a method or way of writing or expressing numbers by characters (marks with meaning).

Numeration is a method, or way, of reading numbers expressed by characters.

Two systems of notation are in general use—the Roman and the Arabic, sometimes called the Hindoo or Indian notation.

Numbers are pointed off in periods (or groups) of three figures, or three places each, by commas.

Each period, or family group, has its name, as the units' period, the thousands' period, the millions' period, and so on.

When each place in a period, or family group, is not filled by a figure, the vacant place must be filled by a cipher or zero (just as families set a plate, or place, for each person at the family table).

Figures have two values, the **simple** value and the **local** value.

The simple value of a figure is the value of that figure when that **figure is taken alone**, not with any other figure; 5, 3, 6.

The local or place value of a figure is that figure's value when that figure is taken or used with other figures in the same number, as 536, which consists of six (6) units, three tens, or 30, and five hundred, or 500, to be read as five hundred and thirty-six. When a figure is in the unit's place, the simple value and the local value of that figure are the same.

Until the simple value and the local or place value of figures in any given number are recognized at a glance, it will be impossible for a child to learn to read or to write numbers, especially to write Roman numbers. For instance:

**Changing from Arabic to Roman Notation.**

| | | | |
|---|---|---|---|
| 1898 | 8 units | 8 | VIII |
| | 9 tens | 90 | XC |
| | 8 hundreds | 800 (500+300) | DCCC |
| | 1 thousand | 1000 | M |
| 1898 | 1898 | 1898 | MDCCCXCVIII |

A figure is called a **digit**, from a word meaning finger, because the ancients used to count on their fingers.

A whole number is called an **integer**, which means whole or undivided.

A fraction is always the sign of division.

A fraction is one or more of the equal parts into which the whole number has been divided.

The whole is greater than any of its parts.

The whole is equal to the sum of all its parts.

A fraction consists of two numbers, one above the other, with a horizontal line between them; $\frac{5}{8}$. Often an oblique line is used instead of the horizontal line, especially in printed or typewritten work, but in ordinary figures by hand the horizontal bar is less liable to be mistaken for part of a figure.

The denominator is the number below the line in a fraction. The denominator names the parts.

The denominator shows how many parts make the whole number.

The denominator shows into how many equal parts the whole number has been divided.

The denominator is the same as the divisor.

**Forms of Expressing Division.**

Divide 965 by 8 = the quotient.

965 divided by 8 = the quotient.

965 ÷ 8 = the quotient.

$\frac{965}{8}$ = the quotient.

Quotient.

8) 965

Children should become familiar with the different written ways of expressing division.

The numerator is the number above the line in a fraction.

The numerator numbers the parts taken to form the fraction.

The numerator shows how many of the equal parts have been taken to form the fraction.

**The Formula of a Fraction (Division).**

$$\text{A fraction} = \div = \frac{\text{numerator}}{\text{denominator}} = \frac{\text{dividend}}{\text{divisor}} = \text{(divisor)}\overline{\text{dividend}}\ \text{quotient}$$

To analyze a fraction is to designate (point out) and describe the denominator and its numerator.

Analyze $\frac{3}{4}$. $\frac{3}{4}$ is a fraction: 4 is the denominator and shows that the unit or whole number has been divided into 4 equal parts called 4ths (fourths); 3 is the numerator and shows haw many of the equal parts called 4ths have been taken to form the fraction $\frac{3}{4}$.

The terms of a fraction are the numerator and the denominator taken together.

To reduce a fraction to its lowest terms (the smallest numbers), divide both the numerator and the denominator by the largest number that will exactly divide the numerator and the denominator. The quotients make the equivalent fraction.

$$\begin{array}{c|l} 4 & \frac{4}{8} = \frac{1}{2} \\ 4 & \end{array} \quad \text{or} \quad \frac{4 \div 4}{8 \div 4} = \frac{1}{2}$$

Be sure that the divisor is repeated for the denominator. It is careless and misleading to allow children simply to place one figure to left of the fraction, and to proceed on that basis to reduce the fraction to its lowest terms. Such an arrangement is the expression of the division of the fraction itself. Insist upon exact expression.

Wherever possible, encourage the reduction to lowest terms by means of factoring and cancellation. That is a demonstration which is easily comprehended.

An improper fraction is a fraction whose numerator is larger than its denominator.

An improper fraction is topheavy, and with its own weight it will topple over, break in pieces and so be changed or reduced to a whole or a mixed number.

$$\frac{13}{4} = 3\frac{1}{4}$$

A mixed number is composed of a whole number and a fraction taken together; as, $3\frac{1}{4}$.

To reduce an improper fraction to a whole or mixed number divide the numerator by the denominator.

Next month decimals will be briefly considered.

* * *

**Handbook of Practice for Teachers.**

This little book by Charles A. McMurry, published by Macmillan Co., contains practical directions for management and instructions for teachers, and is destined to win renown as the book which the school teachers of San Francisco are not compelled to buy, but which they must read, by whose precepts they must be guided, and upon whose lines they must be examined, criticized, judged, and all teaching standardized.

Bought over the counter, the book is only 60 cents; bought in lots by the teachers, 25 per cent is the teacher's discount. The book is worth twice the money.

The Handbook has a definite practical purpose, which can best be shown by a few quotations, taken almost at random.

Among its aims and objects are:

To point out common faults and bad habits.

To show briefly the peculiar requirements of each common school study.

To give help and guidance to young teachers and to remind older teachers of wrong tendencies.

To suggest points of value to superintendents and supervisors.

Some of the suggestions will find a heartfelt echo in the mind of the conscientious teacher; such suggestions, for instance, as:

"Deal promptly with individuals for any plain disorder, so that the inflection or disorder may not spread.

"Make a point of controlling the school or the class through your own influence and authority.

"Do not censure trifling errors severely.

"Do not worry over little noises and disturbances if the children are working heartily—overlook many trivial things.

"A helpful rather than critical spirit should be encouraged.

"Critic teachers should follow a systematic plan of doing some daily regular teaching as a means of guidance and illustration to younger teachers."

Also, I might add, to keep themselves in a humble, sympathetic and understanding frame of mind!

In the transition from the teacher's desk to the public platform memory is too often obscured by the glare of suddenly acquired authority!

"A teacher who is prepared for his work is earnest and energetic.

"Teachers can afford to lay their plans to be physically fresh and vigorous, so as to meet school duties in good temper and with a strong, healthy tone."

**Professional Pride.**

Let me close these quotations with one that should put new heart into any teacher whose enthusiasm has sometimes reacted upon herself with a charge of being conceited or unduly egotistic:

"Teachers are entitled to a feeling of pride in the exercise of their professional skill and efficiency."

The teachers who have followed the advice of the superintendent's deputies and possessed themselves of a copy of McMurry's Handbook of Practice for Teachers will readily agree with the statement made at a grade meeting of teachers early in March—"The Handbook of Practice for Teachers is probably the best one ever published on the subject. All teachers should get it, study it, and apply it. It is one book for teacher, principal and superintendent. It is the measuring rod of efficiency of good teaching, of good supervising. It leads to co-operation and mutual understanding. To practice its precepts will result in a continuity of policy and will react to the benefit of all concerned."

* * *

**Outlines of European History.**

Why study history at all? Why not content ourselves with some such omnibus declaration as "We are the heirs of all ages"; or "Man is the outcome of countless ancestral forces," and let it go at that? Why not?

In the first place, without some knowledge of the past of mankind, is it possible to have any real understanding of the world in which we live?

Is it not a self-evident fact that the present can be understood only as it is explained by the past? All successful teaching of history must help the student to realize the vital bearing of the past on the present.

Ginn & Co. have published "Outlines of European History," in two volumes, each $1.50. Part I is under the joint authorship of James Harvey Robinson, professor of history in Columbia College, and James Henry Breasted, professor of Egyptology and European history in the University of Chicago. Part II is under the joint authorship of Professor Robinson and Charles A. Beard, assistant professor of politics in Columbia University.

These books are a contribution to the literature of history. They are comprehensive, logical, striking and convincing, above all, of fascinating interest that will charm alike the student or the scholar. Unlike the older histories that dealt chiefly with past events, these books deal with past conditions and past institutions, primarily to show how men lived for long periods and the ideas which they held—all of which tends to help the pupil to approach the consideration of the great issues of the present day with intelligent understanding of current events as they are placed before him on the printed page in the daily newspaper, on the motion picture screen in weekly reviews. In short, each section is a discussable topic, and not a fragment of chronology. The illustrations reinforce the necessary brevity of the text by reproductions of the actual vestiges of the past. Under each picture is given a sufficiently detailed legend to explain its significance. The pictures give a sort of parallel narrative to the body of the text.

In brief, it may be said that in these histories the great achievements of the Oriental peoples and of the Greek and Roman periods are brought into immediate relation with later European development. English history is given its proper association with that of the neighboring nations of the continent. By a careful study of the history of the last two centuries the student will be in a position to grasp the more immediate causes of the conditions in the midst of which we live.

Happy the pupil who studies these "Outlines of European History"; sensible the teacher who voluntarily reads them!

## THE CALIFORNIA TEACHERS' ASSOCIATION

### Central Section

The California Teachers' Association, Central Section, met at Fresno, March 16, 17, 18 and 19. J. E. Buckman, the superintendent of Tulare county, presided with tact and excellent skill. Dr. Jordan, President Wheeler and Dr. Cubberley were among the instructors from a distance. The exhibits were new and a special feature of the meeting.

Exhibits of art work from the county schools, from the city schools and from the Fresno high school formed a popular and interesting feature in the institute.

The art exhibit from the Fresno high school, arranged under the direction of Miss Mary Wasson and Miss L. Elizabeth Craig, teachers, was much in keeping with the art exhibit from the school at the Exposition in San Francisco. The drawings were arranged around the walls, not only to do justice to the best drawings, but to illustrate the development in the work of the students. A feature of special interest was the poster work of the students designed to illustrate the wares of local merchants. Much talent was expressed in the conventional design work suggested by butterflies, flowers and shells. Costume designing, landscape gardening and house plans formed a novel attraction.

The Fresno city school exhibit was arranged under the direction of Miss Hannah C. Bynon to illustrate the work being done in Fresno. There were drawings, modelings of clay, sand tables and posters, illustrating history and story work of the children, as the main features. A doll's house and a clay model of the Lincoln farm showed ingenious workmanship of the students.

A new feature of the institute was the rural exhibit. The exhibits were much along the same order as the Fresno city exhibit. Most of the schools in the three counties were represented, although special exhibits were arranged by Selma, Coalinga, Firebaugh and other schools.

The newly elected officers are: President, Craig Cunningham, superintendent of schools, Madera county; first vice president, J. E. Meadows, Kings county; second vice president, Henry M. Schafer, Hanford, Kings county; secretary, E. W. Lindsay, superintendent of schools, Fresno county; treasurer, A. M. Simons, principal Visalia schools, Tulare county; delegates to Council of Education (governing body of association), W. D. Bannister, Lemoore, Kings county; L. E. Chenoweth, superintendent, Kern county; Miss Margaret Sheehy, superintendent, Merced county.

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# State Federation of School Women's Clubs

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The Kate Kennedy School Women's Club of San Francisco held a luncheon at Old Faithful Inn on March 6. Over 100 attended. It was a successful affair. James A. Barr made the principal speech on "How to Study the Exposition."

**Announcement.**

The Executive Committee of the State Federation of School Women's Clubs respectfully submits the following announcements:

I. The annual meeting of the California Federation of School Women's Clubs will be held in San Francisco in conjunction with that of the Bay Section of the California Teachers' Association.

Tuesday afternoon, April 6, a program will be given in the Municipal Auditorium, as follows:

1. Personal Reminiscences....Miss Mary Antin
2. Equal Opportunity for Women Teachers in Our Public School Service.....Mrs. Susan H. Dorsey
3. Standardization of Janitorial Service in Public Schools.....Miss Agnes Howe
4. The Educational Value of Humor.....Dr. Margaret A. Schallenberger
5. Business Meeting, including Committee Reports, Election of Officers, and Miscellaneous Business.

II. Wednesday, April 7, at 1 o'clock, the school women of California and their guests are cordially invited to participate in a luncheon to be given under the auspices of the State Federation of School Women's Clubs at "Old Faithful Inn," Yellowstone Park concession, Exposition grounds, Van Ness Avenue entrance. Arrangements for this monster luncheon are in charge of the San Francisco School Women's Clubs, the Committee on Arrangements consisting of Miss Pauline Hart, President Yerba Buena School Women's Club, chairman; Miss Lucy F. Adams, President Kate Kennedy School Women's Club; Miss Nellie C. Sullivan, President Ideal School Women's Club.

A delightful day has been projected. The luncheon will be one dollar twenty-five cents per plate. This price includes admission to the Yellowstone Park concession, the symphony concert by the Exposition Band, and moving pictures and panorama of the Yellowstone Park. Those desiring reservations will please send their names, accompanied by check or money order, to Miss Sophie A. Hobe, 604 Capp Street, San Francisco, on or before April 3. Luncheon cards will serve as tickets of admission to the Yellowstone Park concession, but do not admit to the Exposition grounds.

III. The Federation at its meeting held last October at Hotel Oakland decided by resolution to hold a great reception at the California Host Building, Exposition grounds, during the meeting of the National Educational Association. The date since decided upon is Saturday afternoon, August 21.

IV. The Executive Board at its meeting held January 23 gave its formal authorization to the calling of a National Congress of School Women's Clubs during the month of August under the auspices of the California Federation of School Women's Clubs. Miss Ethelind M. Bonney, President of the Stockton School Women's Club, is chairman of the Congress Committee of our Federation. The work of organization is progressing finely.

V. For the general expenses of the 1915 activities of the Federation, the Executive Board finds it necessary to assess each member of the clubs of the Federation the sum of 50 cents. Kindly give this matter as prompt attention as possible. Clubs will please collect and forward the same by June 1 to the Treasurer, Miss Zannette W. Potter, 1415 Grove Street, Oakland.

VI. The secretaries of the clubs of the Federation are requested to notify the Secretary, Miss Alice Rose Power, 324 Phelan Building, San Francisco, whenever there is a change of officers.

VII. Copies of such resolutions as our clubs may wish to have considered at the annual meeting to be held April 6 should be sent without delay to the Chairman of the Committee on Resolutions, Miss Frances Du Brutz, 1538 Benton Street, Alameda.

VIII. Members are requested to give wide publicity to the aims of School Women's Clubs and to help to the full extent of their power in organization of new clubs. In numbers there is strength, in union there is power, and we urge greater solidarity.

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## HOW TO STUDY THE PANAMA-PACIFIC INTERNATIONAL EXPOSITION

### Some Facts Gleaned From Address Made by James A. Barr, Director of Congresses, Before Kate Kennedy School Women's Club at Old Faithful Inn, on Exposition Grounds

On Saturday, March 6, the Kate Kennedy School Women's Club held its annual meeting at Old Faithful Inn, on the Exposition grounds. James A. Barr, director of congresses of the Exposition, was the principal speaker. He gave a brief address on "How to Study the Exposition."

"To show you in a word the delightful task ahead of you when you visit the Exposition, let me say that you will be confronted by something over 60,000 individual exhibits. If you are industriously inclined and visit one exhibit per minute for ten hours per day, it will take you 100 days to visit the exhibits alone, without taking into account the Zone, the state and foreign pavilions or the conventions. If you are interested in congresses and conventions you will have the privilege of attending an average of six per day for the 288 days of the Exposition period," was Director Barr's opening statement.

**Exhibits and Congresses Will Be Contemporaneous.**

Mr. Barr pointed out that the central thought on which the Exposition was based would be the progress of the world through education. He said that thought would be given expression not only by means of exhibits, but through congresses that would bring to San Francisco the great thinkers of the world in education, science, art and industry. The exhibits and the congresses will be contemporaneous rather than historical—will deal with the things of today rather than with those of yesterday.

The Exposition consists in the main of two things, exhibits representing the material progress of man, and congresses representing in the main the educational, scientific, industrial and spiritual progress of man.

**Forty-seven Miles of Aisles in Eleven Palaces.**

The exhibits will be comprised in 11 departments, representing 156 groups and 800 classes, the exhibits being grouped in 11 departments—fine arts, education, social economy, liberal arts, manufactures and varied industries, machinery, transportation, agriculture, live stock, horticulture and mines and metallurgy. The exhibits are grouped in 11 exhibit palaces having a total exhibit area of 68.3 acres. To view the exhibits in the 11 palaces alone would require one to travel about 47 miles.

**Central Thought of Congresses Will Be Service.**

He said that the last four great expositions had devoted special attention to congresses and conventions. The central thought at the Chicago exposition was religion, as exemplified by the Parliament of Religions, while the central thought of the St. Louis Exposition was learning, as exemplified by the World's Congress of Arts and Sciences.

He showed that the last ten years had been years of social, educational, economic and industrial unrest. The world has been groping for a solution of problems along such lines. He showed how the central thought of the exposition to be held in San Francisco would be social, educational and industrial service.

**Unique Grouping Plan.**

He spoke briefly of some of the distinctive plans of the Bureau of Conventions and Societies. Under the "grouping plan" the Bureau is arranging congresses and conventions with related interests so that they may meet in San Francisco during the coming year within a period extending over from one to three weeks. Among the periods already established are those concerned with education, science, history, economics, genealogy, social service, engineering, press, insurance, dentistry, pharmacy, medicine and hygiene, nursing, fraternal, gas, agriculture, etc. Under the "grouping plan" any persons, at the expense of one trip to San Francisco, will be able to attend all conventions with related interests.

**Forty-one Educational Conventions in Two Weeks.**

Mr. Barr gave a running review of a number of these groupings. One educational period, especially for teachers' institutes, will be during the first week in April. During this week sessions of the California Teachers' Association, Bay Section, and of eleven county institutes will be held in San Francisco. A second great educational period will be held in Oakland from August 16 to 28. During these two weeks the National Education Association, the International Congress of Education, 19 departmental congresses and fully 20 other educational organizations will hold meetings. This will be one of the greatest of the Exposition convention periods.

**Social Service Period.**

The historical period will be held from July 19 to July 26. During the week sessions will be held of the American Historical Association, the American Asiatic Association and the Panama-Pacific Historical Congress.

One of the social service periods will extend from July 18 to August 1. During this time meetings will be held of the International Purity Congress, the Congress on Marriage and Divorce, the World's Congress of Young People's Societies, the International Lord's Day Congress, and the World's Bible Congress. President Wilson has accepted the chairmanship of the honorary council of the Lord's Day Congress.

Director Barr pointed out that the exhibits will be on display 288 days of the Exposition period. He suggested that all interested in special lines of thought time their visit to San Francisco to dates selected for particular congresses and conferences. He said that a complete program of congresses would be issued in April.

**Advance Survey of Exhibits.**

Mr. Barr told of plans by which various organizations would send definite information concerning the Exposition in advance to all their members. The National Education Association, in April, will issue a bulletin giving an educational survey of the Exposition. This bulletin will be mailed to fully 100,000 teachers in the United States and Canada. The educational survey will also be printed with the program for the meetings to be held in August. With this survey it will be possible for any teacher to visit the Exposition and readily find any educational exhibit without loss of time. In the same way surveys will be made by the American Breeders' Association, the Mothers' Congress, the National Grange and many other organizations.

**Summary of Five Hundred Conventions Already Secured.**

During the past three years the Bureau of Conventions and Societies has been in touch with over 6,000 state, national and international organizations. Last week the five hundredth convention was secured.

**Will Bring Six Hundred Thousand People to California.**

These 500 conventions represent an attendance of from 200 to 30,000 each, with a total estimated attendance of fully 600,000 people. Mr. Barr stated that while it is not possible to estimate the number of conventions that will finally be secured, it now seems that the number will reach from 550 to 600, or more than have ever met at any exposition previously held.

**Barr Commends Splendid Work of Women.**

Mr. Barr spoke particularly of the splendid work women are doing to make the Exposition a great success. The Woman's Board, of which Mrs. F. G. Sanborn is president, in co-operation with the county auxiliaries, will be the responsible hostesses and receive the world's visitors during the year. The Woman's Board has also organized a traveler's aid movement that will assure protection to travelers, and especially to women.

**Fifty-two Distinctive Women's Congresses.**

Mr. Barr stated that 52 distinctive women's congresses and conferences would be held in San Francisco during the year. Among those he mentioned are the following:

Congress of Women Teachers' Clubs, International Conference of Women Workers, California Federation of Women's Clubs, National Congress of Mothers, Woman's World Congress of Missions, International Kindergarten Union, National Council of Women Voters, Daughters of the Confederacy, International Congress of Farm Women, etc., etc.

He said that the women would take a more prominent part at the Panama-Pacific International Exposition than at any other exposition ever held.

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## ELECT OFFICERS

The Kate Kennedy School Women's Club of San Francisco, elected the following officers at its annual meeting: President, Miss Louisa F. Bray; first vice president, Miss J. Cilker; second vice president, Miss K. Mandeville; secretary, Miss Clara J. Forsberg; treasurer, Miss A. Harrower.

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### Three Educational Features of the Zone

A trip to the Exposition is not complete without a careful study of the Zone. There are many concessions of great interest, and that have, in addition to the amusement feature, an educational value.

### The Panama Canal

This wonderful portrayal of the canal and all of its features is of great educational value. The children will get an impression of the geographical features that will always remain. The exhibit is so constructed that you enter a moving platform, take a comfortable chair ride from the Pacific to the Atlantic on one side of the canal, and then from the Atlantic to the Pacific on the other side. You complete the circuit of the Canal Zone. The explanation of the various points is made by a unique combination of the graphophone and telephone. The builders of the Panama Canal for visitors to the 1915 Exposition have done a splendid work for the people and the Exposition.

### The Grand Canyon

A visit to the Fair should include a trip around the Grand Canyon as exhibited on the Zone. It is an attraction that is educational in value. The wonderful color and the beautiful setting is one of the wonders of nature. It is nature's miracle. Be sure and visit the Grand Canyon of Arizona.

### Tehauntepec Village

Captain A. W. Lewis has brought together a remarkable exhibit of interest to all. The native Mexicans, including the lace makers, the blanket weavers, the basket makers, the makers of pottery, jewelry, leather workers, etc., etc. He also has an orchestra that renders Mexican music. The entire exhibit is of a character to interest, educate and amuse.

Teachers should visit the Village of Tehauntepec and send their pupils to see the industrial work and the people who are our neighbors in tropical Mexico.

# Southern California Section

## OBSERVATIONS

James V. Kelleher.

**Southern California Edition.**

With this issue the editor of the "Western Journal" announces that in April there will appear a special Southern California edition, consisting of the regular journal, with from four to eight pages additional, the latter to be devoted exclusively to Southern California educational affairs.

To the writer has been delegated the editing of the new section, and therefore a few words in point would seem not amiss.

First, inviting the goodwill and co-operation of the superintendents and all the members of the teaching profession in the seven southern counties, the essential aim will be to present concisely various notes of school activities and matters of general interest; to publish in each edition a few of the best contributions on educational topics by writers within the jurisdiction embraced, and to offer editorially the best thought of the educational leaders of the southern counties. In the latter connection the editorial page might accommodate from four to six editorials, or on occasion might be appropriated by one or two writers. A special invitation is extended to county and city superintendents to give expression to their ideas.

In addition to the foregoing, this section will aim to embrace such features as may be suggested by any who are interested, where the same tend to strengthen the purpose of uniting and advancing the interests of the school men and women within its scope. Someone already has suggested a page or more to be known as the Southern Counties Literary Exchange, designed to present short reviews of the best books read by the teachers during the preceding month, the review in each instance to be written by and accredited to the teacher making it. When there are so many good books to be read, and it is impossible to make first-hand investigation of even a fair number, the opinions of our co-workers on the merits of the books they are reading ought to be of interest and practical value. Any further suggestions will be gratefully received.

**Out of the Chrysalis.**

The present age finds the attainment and conservation of health and the development of power from within the direct aim of almost all thinking people. Adverting to the ever increasing agitation for more practical ideals, the most conspicuous fact is not that many new truths are being revealed, but rather that numerous old tyrannical notions, ideas and habits are being put forever by. The prime indication is that of a return to the guidance of simple practical truths, within easy apprehension of all, a further illustration that in spite of sporadic appearances the world is becoming more and more controlled by thought.

**The Heart of Joy.**

Blessed the day that revealed that knowledge and learning and thinking are not necessarily indicated by long faces or wry countenances, nor is sanctity the handmaid of forbidding mien, with ascetics supplying for calisthenics! If God has sent forth one distinct message, it is "Joy to the World." Children, when healthy and normal, radiate their joy in all directions, and the grownup who retains a joyful heart has a flying start on all competitors in the race of life. Psychology teaches us that thought flows freely and concentratedly only when the body is relaxed and the soul is serene. Joy and sanity are twins of a birth; so also insanity and melancholia. One of the differentiating characteristics of man is risibility, the power to laugh and smile. It, with its powers of reasoning, distinguish him from bird and beast, and yet in his stupid conceit he blinds himself to its blessings. There is no room for argument —the dictum must forever stand that joy is health, sunshine and power.

But how shall you keep your heart filled with joy nevertheless? Just open your heart to the world, to the good things and the good people in the world, and the chances are that it will become filled with joy—no cost to yourself. Open your eyes and behold the beauty all about you. Do something for somebody. Do something for yourself. Get your body into right condition, bearing in mind that unimpaired digestive organs, furnished good food, will in turn supply the body with proper nourishment, resulting usually in a clear brain, with joy and health synonymous. But whatever the means, I believe it to be true that no teacher on earth has a moral license to enter a schoolroom unless she carries across its threshold a heart that is singing with joy.

**Harmonizing Conditions.**

Lest in our mad rush after pedagogics we altogether overlook another marked characteristic of the successful teacher, I would place distinct emphasis on a quality too little noticed—the power and practice of harmonizing conditions which we find thrust upon us. Worth more to the teacher than all the rubrics of the profession is this precise qualification. An explanation? One is at hand. Recently a certain normal school graduate notified her county superintendent that she had been employed as teacher in a given district. He met her a few weeks after the opening of school and was curious to learn the "war" news. There had been so much reported disruption in that district before her advent there, so much inharmony among the people—the very school trustees not being on speaking terms—that the superintendent really felt it his duty to talk over matters seriously and to counsel and advise this innocent young lady, fresh from the feathered nest. Could he believe that she had the trustees reconciled and everybody in the community feeling right? He was almost dumfounded at the number of complaints she didn't make. The country was fine, the board was good, the trustees great, and the children lovely. This was her first school, and she was so happy. The superintendent wasn't prepared for it. He didn't know whether to laugh or act foolish. When two or three of her predecessors had lasted only—but what's the use going into that side of the story? "Oh for a little tact," said he, in reporting the matter, "a little goodwill for everybody, a little genuine leadership that will make the teacher what she ought to be in every community—a harmonizer in school and out."

Right he was. If a single touch of nature makes the whole world kin, a single

touch of the magic wand of the teacher who knows how will work miracles in any community. It will give her that desirable atmosphere to work in, without which her success is liable to be punctured by question marks.

**The Unsectarian Viewpoint.**

It was recently my fortune to find myself in an assemblage of live and intelligent men of various callings and professions, and, naturally, with pointed and conflicting views. Whether by design, or simply by grace, we were precipitated into a debate on a civic question of great interest. Everyone who desired was given an opportunity to express himself.

Two points impressed me: First, that almost every speaker became auto-intoxicated with the views of the case that supported, or were supported by, himself; and secondly, that the broadest and fairest conclusions were those of the leader of a certain religious sect. Of course, I do not imply that he got his breadth of view by reason of his connection with a sect, but I do think his way of looking at things is the more commendable in the light of the fact. The attitude of this man, assuming the clear-cut, "unsectarian" viewpoint, was a splendid example. The application of the principal to the affairs of life would doubtless eliminate much of the misunderstanding and discord.

**Freedom of Thought.**

One of the sins of the ages is expressed in the manner that the populace have seized upon certain great words and phrases and perverted, twisted and mutilated them unto death. The word "free-thinker," for instance, has been made an abomination, and yet free thought is the imperial ensign of regenerated humanity. In fact, all great thought is free, and it is only through freedom of thought that salvation can possibly be ours.

—I wonder how great exaggeration it would be to venture that half of us don't believe the things we think we believe, and the other half believe many things we won't admit we believe; that all of us are biased more or less by inheritance and the tyranny of the dead, but most of all by the tyranny of the living; that fifty per cent of us couldn't think complete honest thought without intense labor, and ninety per cent don't care to. But reckoning only to the extent that we actually go in conscience, if we all had to come out in open confession, which do you think the resultant would resemble the more—a peace meeting or a pandemonium somewhat like the most diabolical imaginings of the last judgment? And yet, the day is dawning in the east.

## Notes from Southern Counties

Professor Hugh J. Baldwin of San Diego has been appointed a commissioner of educational exhibits from the seven southern counties to the Panama-California Exposition. Professor Baldwin is busy making the rounds of the various counties, stirring up a live interest. He reports splendid responsiveness.

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The superintendents and many of the principals of the seven southern counties have held several meetings at the office of Superintendent Keppel in Los Angeles to devise the best scheme for exhibiting the educational strength of the south at the San Francisco Exposition. It has been decided to run moving picture exhibits on a comprehensive scale. As a result a marvelous presentation of school activities is assured. The only school system that will be shown complete from the time the child enters the school to and including the junior college will be that of the Los Angeles city schools, under the direction of Superintendent Francis. The remainder of the southern counties exhibit will deal with secondary education.

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A feature of the southern counties exhibit in the north will be replicas of the Santa Barbara State Normal School, the San Diego State Normal School and the Monrovia High School.

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The display of exhibits at the Palace of Education by motion pictures is so organized that the visitor may learn the exact time at which any particular display from any county will be made.

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Imperial county is doing big things for the Panama-Pacific educational exhibit. Motion pictures were taken recently of the dedication of the new $65,000 high school at Calexico, with Lieutenant Governor Eshleman presiding over the ceremonies, which were attended by an immense throng of Imperial valley people. These, with other pictures, portraying possibly some of the best agricultural scenes in the country, will form a part of Imperial's contribution.

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During the month of January in excess of 180,000 people, or an average of above 6,000 per day, paid admission to the Panama-California Exposition at San Diego. The average of paid admissions has been increased during February by over 900 per day. When it is borne in mind that an average of 2,000 paid admissions per day throughout the year will carry the Panama-California Exposition to its close entirely free from debt, the financial success of the Exposition is virtually assured.

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The seven southern counties exhibits at the San Diego Exposition have been installed in the Seven Southern Counties building. It is understood that many new exhibits will be added during the year. Most of the grammar exhibits are without identification marks, except as to grades, so that it is impossible to accredit them. There is some very pretty sewing work from the first grades of the Venice grammar schools, a fine color effect of grammar school gardeners at work on Catalina Island, and good illustrations of outdoor activities from the Santa Paula grammar school. In the high school section appear splendid pictures of the San Bernardino and Anaheim Union High Schools. The bronze exhibits from the Compton Union High School possess special merit.

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The directors of the Southern California building at the San Diego Exposition have announced that stereopticon and moving picture lectures featuring the individual counties will be given daily from now on. Forty-five minutes per day will be allotted to each county, Orange, San Diego and Imperial occupying the forenoon and Los Angeles, San Bernardino, Ventura and Riverside the afternoon, in order named.

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The University of Southern California has contributed to the educational exhibits at the Seven Southern Counties building an enormous and artistic swinging folder. Illustration of college and special activities, buildings and grounds are appended.

On the evening of February 12 the secondary teachers and grammar school principals of San Diego county assembled at a large banquet and formed a permanent organization for the promotion of the best educational interests of the county and state. Professor W. A. Pratt was elected president of the new body. Commissioners Wood and Snyder of the state superintendent's office and Professor Thomas of the University of California were present. They spoke respectively on legislative enactments, vocational training and the misuse of English.

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Thinkers along musical lines state that Southern California will eventually become one of the two or three great musical centers of America, possibly the foremost. If argument were in order several good reasons might be advanced to substantiate the statement. A hopeful indication lies in the manner in which our high schools are undertaking and successfully presenting some of the very best oratorios and cantatas.

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## THE HAPPINESS HABIT

Benjamin Fay Mills.

It is possible to draw fine distinctions in definition between happiness, joy, peace, contentment, satisfaction and similar words; but by the word Happiness I mean to include them all.

Every person knows what it is to be happy. I have met some individuals who, either by inheritance or experience, had arrived at the place where they scarcely knew what it was to be miserable, but I have never seen or heard of one individual who did not understand the meaning of happiness by personal experience.

But while this is true, there are few people who know the secret of the habit of happiness. One of man's greatest possessions is the habit of making habits. This tendency may work so that the man becomes the slave of harmful thoughts and deeds, but the same principle will produce inestimable treasures of character and satisfaction.

Of all the desirable habits, none is better worth cultivating than happiness.

If I were asked to give reasons for practicing good cheer I would say: First, it is a rational habit. Many of us know the words of Jean Ingelow:

"It is a comely fashion to be glad—
Joy is the grace we say to God."

Secondly, it is a health producing habit. Some of our modern physiologists are telling us that a wholesome laugh actually produces an increase of vital activity.

We all know by experience the power of complete relaxation to reinvigorate the physical system. This is the secret of sleep, where we lay aside for a time every burden, and abandon ourselves unconcernedly to the beneficent, uncomprehended influences within us and surrounding us. A good laugh surprises us out of our selfish concern and worrying, and sometimes when we are very tired seems to bear the weariness away on invisible wings.

Thirdly, it is a character producing habit. It is of interest that we use the term "good-natured" to mean genial and kindly, thus identifying the spirit of cheer with moral worth. Nietsche well says, "Since man came into existence, he hath had too little joy. That alone, my brethren, is our original sin."

It is when we learn how to have more joy that we best get disaccustomed to cause pain, and to invent pain unto others.

Fourthly, it is a useful habit. I do not believe it is a good doctrine, taken literally, to say that we should weep with those that weep. To allow my brother's misery to make me unhappy is only to add to the weight of gloom that presses upon him. What he needs from me is neither a tearful sharing in his grief, nor a light, thoughtless treatment of his sorrow, but a confident though sympathetic attitude, as though I perfectly understood the causes of his trouble, and yet knew that after all he was not really harmed, and that "no man ever spoke of his grief as lightly as he might."

Mental gloom is apt to be catching, and so also is good cheer, and one bright look bestowed upon a friend in time of sorrow may not only awaken gratitude, but chase the shades away.

"There was a man who smiled
Because the day was bright,
Because he slept at night,
Because God gave him sight
To gaze upon his child;
Because the little one
Could leap and laugh and run;
Because the distant sun
Smiled on the earth, he smiled.

"He toiled, and still was glad
Because the air was free;
Because he loved, and she
That claimed his love and he
Shared all the joy they had.
Because the grasses grew,
Because the sweet winds blew,
Because that he could hew
And hammer, he was glad.

"Because he lived, he smiled,
And did not look ahead
With bitterness or dread,
But nightly sought his bed
As calmly as a child;
And people called him mad
For being always glad
With such things as he had,
And shook their heads—and
SMILED."

But some one says: This may be all very good as pure philosophy, but how can we overcome our sadness and be always rejoicing? My answers are three, and are very simple:

First, make a business of it. Little Dorothy came running to her mother one day, saying, "Oh, mamma, I think I must be full of glory! I have swallowed a sunbeam on the teaspoon." It is possible to do all that we do in the spirit of joy, so that we can swallow sunbeams and become full of glory fro emvery experience of life.

Any valuable personal development requires practice, and we can learn almost anything, and certainly the practical secret of good nature, by devoting ourselves to living in trust and hope.

Secondly, aim at character. Nothing can bring you peace but the triumph of principles. When we discover this, then we understand that things and circumstances are mere instruments and gymnastic apparatus for the development of the soul, and our ambition is no longer to obtain things, to do great deeds, or even to speak words of power, but simply to live.

This is what we call character, and when we have attained this settled attitude of the mind, then we welcome all varieties of things and experiences and come to realize that all things work together for good to those who are trustful and unselfish in their daily lives.

Thirdly, make the best of unpleasant things. I have heard of a man who said he would not grumble because roses have thorns, but would be thankful because thorns have roses.

We will never learn the happiness habit until we lose the habit of condemnation. To just exactly the extent that we criticize people, things, conditions and ourselves in a hostile manner are we unhappy.

Nietsche gives us a great prescription for the happiness habit when he says, "Do not bark at the bad, but chant the praises of the good."

Some of the greatest people in the world are continually talking about their own infirmities, as though they were causes for self-esteem, and they do not seem to see that in this way they are adding to their own misery and making life unpleasant for others.

Iam MacLaren preached a sermon on the text, "Finally, my brethren, rejoice in the Lord," in which he took occasion to say that "the public parade of our griefs or discomforts is an inexcusable injury inflicted upon our fellow creatures." He adds: "Cover it over, I beseech you, and speak not of it to any man. If the trouble be in your home, and you tell it to a stranger, unless he be a doctor or a clergyman, I tell you plainly you are a coward. Consuming your own smoke is a duty of life, and blackening the blue sky for your neighbor by public lamentations, either over your sins or over your sorrows, is a downright sin. The more deadly your wound, conceal it the more carefully with every honorable pretense. If you have wept in secret, yet smile before the world and show a good face." He might have said still further that if we smile before the world and show a good face we will not long continue to weep in secret.

"The inner side of every cloud
Is bright and shining;
And so I turn my clouds about
And always wear them inside out
to show the lining."

We come to learn that there are no conditions in which we may not practically be victors, by the cultivation of the habit of happiness. With the habit come courage, determination, power and victory.

A young man who always cultivated a cheerful and confident spirit was one day rebuked by a pessimistic wiseacre, who said to him: "You may feel cheerful enough now, but if you keep on acting in this fashion you will one day meet your Waterloo." The young man replied: "If I can continue to live in the spirit of confidence and good cheer, when I meet my Waterloo my name will be Wellington."

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## AN EDUCATIONAL EXHIBIT WITH A VIEWPOINT

(By Harr Wagner)

The exhibit of Ginn & Company, the school textbook publishers, in the Palace of Education and Social Economy at the Exposition, put a new angle in the textbook problem. There is a visualization of quality and cost. In this exhibit you will find the answer to why the books of Ginn & Co. have such great popularity among teachers, of the elementary and secondary schools and universities. Quality is the view point, salesmanship and cost are secondary.

### The Location

The exhibit is on Avenue A and Fifth street, in the Palace of Education. There is the main room, the rest room the office, and the motion picture room.

### The Exhibit

The visitor would naturally expect rows and rows of books, testimonials of merit and placards of adoptions, use of books and the pictures of commercial success. You will find none of these. There is notably absent the commercial side. The aim has been to impress the visitor that it requires expert knowledge to produce a successful book. Back of the manuscript is the experience, and the mysterious gift of genius that put the experience into visual form. The publisher takes the actual manuscript and from it makes the text book. The production of the manuscript and its selection by the publishers is not so much a question of experts, but of experimental work. Thus it is that a publishing firm like that of Ginn & Co. does not care to offer a successful book for state publication. A great text book, like a great poem or a great picture, is not the result of an ordinary commercial transaction. The prospector for gold digs for years with the hope of a rich lead. Sometimes he finds it. The publisher is in the same class, and when he strikes a rich lead in the manuscript of a good book he will not sacrifice it. In this exhibit is the book in the process of making. After the manuscript there is a display of the proof sheets, the engravings, the bindings and the book complete. There is the test of the bindings and paper, and text that show the durability of the books.

### Placards and Charts

In one corner of the room are four large charts, comparing the costs of novels, magazines and text books, illustrated with the various samples. For example, the cost of the plates, illustrations of "Outlines of European History" is over $10,000. The investment required for plates and illustrations of a modern novel is about $1,275. **Thus we have the exhibit that text books cost the consumer less and the publishers more than any other class of books.**

### Maps

The view of maps with the changes are of especial interest. The color maps, the changes made necessary by war, discoveries and developments, make this a constant expense and care to the publisher. Of the twenty or more processes necessary to complete a book from the manuscript that of map making is one of the most important. It also makes it impracticable for small firms or even a state to enter in the publication of histories, geographies and many of the more important books for elementary and secondary schools.

A Glimpse of Ginn & Company's Exhibit

### Illustrations

One of the placards is most attractive, with ten illustrations from Ginn & Company's books. Under each is an interesting story showing the wide research that is often necessary to secure the best illustrations. These pictures are modern examples of the best illustrative art, and bear the names of such noted illustrators as Charles Copeland, Sears Gallager, George Harding, Norman Irving Black, Charles Livingston Bull, Alice Beach Winter and Edna F. Hart. It is evident no expense is spared to secure the best. A single example is typical. To get a faithful reproduction of an illumination in a Book of Hours made in the fifteenth century it was necessary to secure permission from the Avery Library of Columbia University to copy the original which was in the possession of that library. The services of a noted artist were secured. He spent two weeks in the library reproducing the picture on vellum and from this reproduction the plates for printing were made. Other illustrations in the exhibit were procured in similar ways from originals in England, Germany and Italy. The use found for pictures in the schoolroom within the past ten years and their inspirational value warrants every bit of labor put forth in securing the best reproductions of the world's highest artistic achievements.

### Old Text Books

On one of the shelves is a selection of rare old text books published over 100 years ago. These books are curiosities to the modern teachers and will prove of great interest to visitors.

### For You

Ginn & Co. have issued an invitation to the teachers of America to make this their headquarters during their stay at the Exposition. Your mail may be addressed in their care. Mr. M. G. Bishop is in charge. He will welcome you and hand you a beautiful booklet—"Quality and Cost." He will show you moving pictures of the great Athenaeum Press, at Cambridge, Mass., where the books of Ginn & Co. are printed, and will give you a reproduction of the old New England Primer to take with you as a souvenir, and when you come away you will have NEW LIGHT ON AN IMPORTANT SUBJECT.

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324 Phelan Building, San Francisco, Cal.

Entered at San Francisco Post Office as second class matter.


## Editorial

The beautiful buildings (temporary) at the 1915 Exposition, the enlarged shack of the San Francisco State Normal building (permanent) is an effective comment on modern methods of intelligent civic action.

* * *

There are intelligent men and women who believe that children can be trained to read, write and figure and to master all the other essential studies of a school curriculum in three years. The next great educational revolution will not be lengthening the term of school years for the child, but in shortening them.

* * *

### Ex-President Taft.

Taft says things. You may not agree with him. However, sometimes he hits hard and close to the truth. In the February "School Board Journal" we find this interesting comment:

**"In the first place, the convention experienced the novel sensation of having an ex-president of the United States as its chief guest, to discuss the questions of a national standard of education. Mr. Taft warned his audience against our American enthusiasm for public education as preventing us from looking deeper into the actual value of the work of the schools. He argued that the taxpayers should exert pressure upon the school authorities for bringing their educational work to a high standard so as to eliminate shoddy pretense and show, to minimize all exploiting and to give proof of excellence and comparative high standing that is incontestable."**

* * *

### A Good Bill.

Margaret Schallenberger, commissioner of elementary education, proposed, and the county superintendents endorsed, a bill to provide funds for library purposes. This is an excellent bill. It should be passed. It is Senate Bill 766 and Assembly Bill 560. Supplemental books are absolutely essential to effective work in our schools. Education in our elementary schools has been greatly retarded in many places in California on account of the inadequacy of the present law.

### A Big Edition

The May issue of this Journal will be a souvenir edition. The pages will be devoted to a historical sketch of the school system of California with a number of illustrations of our best schools, and examples of modern educational work. The issue will be distributed free at the Panama-Pacific International Exposition and at the Panama-California Exposition, and will be sent East to give publicity to our N. E. A. meeting in Oakland in August, 1915.

* * *

### Textbooks

The State Board of Education opened bids on March 1st, for textbooks on music, reading, history, writing and dictionaries. A review of the bids is very interesting. Leroy Armstrong of the American Book Company, dug up out of his cedar chest the manuscript of readers that he submitted in 1909. B. S. Lobdell, formerly secretary of the textbook committees, presented a system of writing. W. C. Doub, the man who writes, publishes and promotes books of unusual merit, but who leads the business life of a retired capitalist, and goes to the places where books are adopted in mysterious ways, has offered the board his "Life and Literary Readers," which he has published at great cost, but will not even allow his personal friends to give them "the once over." Silver Burdett & Co. is the only exclusive textbook publishers of national reputation that have offered books. This firm has bid on Progressive Readers, Progressive Writing System and Progressive Music, and in view of the fact that California has a progressive governor, a progressive State board of education, the betting should be naturally on progressive textbooks. It is a surprise to us that so many of the firms should dare to bid without sending even sample copies of their books to either the Sierra Educational News or the Western Journal of Education. The mere fact that an author who comes from Podunk, Ind., or some other town known to the writer of fiction and poetry, has been convinced of the merits of his book, is no reason that teachers who live in California are of the same mind. We propose that all textbooks should be advertised one year in the Western Journal of Education before they are eligible for adoption by the State of California.

There is, of course, some criticism of firms like Ginn & Co., D. C. Heath & Co., and Houghton, Mifflin & Co., refusing to submit bids on their various texts. Ginn & Co. has written and published a souvenir booklet on "Quality and Cost," which is a logical plea for the rights of the successful publisher, and it is a subtle suggestion to the State of California and it drives a nail through the conscience of those who have not studied "quality and cost" in the making of textbooks for our children.

The following is the list offered. The bids are to be opened on March 29th:

| Publisher. | Author | Name of Book. |
|---|---|---|
| **READING** | | |
| | Armstrong, Leroy E | (manuscript) |
| Bobbs-Merrill Co | Alexander-Alexander | Child Classics |
| Congdon, C. H | Congdon | Congdon Pamphlet Readers |
| Doub & Company | Talbert | Life & Lit. Readers |
| Educational Pub. Co | | Standard Classic Readers |
| Lewis, G. W | Lewis | Story Primer |
| MacMillan Company | Sloan | New Sloan Readers |
| MacMillan Company | Sneath-Hodges-Stevens | Golden Rule Readers |
| MacMillan Company | Oswell-Gilbert | American School Readers |
| Rand, McNally & Co | Holton-Curry | Holton-Curry Readers |
| | Rowell, Percy E | Elementary General Science |
| Row, Peterson & Co | (various) | Reading-Lit. Readers |
| Silver, Burdett & Co | (various) | Progressive Road to Reading |
| | Starratt, Jessie | (manuscript) |
| University Publishing Co | Searson-Martin | Studies in Reading |
| Wheeler & Co | Calmerton-Wheeler | Wheeler's Graded Readers |
| **WRITING** | | |
| Barnes, O. P | Turman | New Outlook Writing System |
| Bennett-Lester Pub. Co | | Bennett Method of Writing |
| B. D. Berry Co | | Berry's Writing Books |
| Educational Pub. Co | | Smith's Loose Leaf Copy Books |
| Educational Pub. Co | | Utterback's Penmanship |
| Ellsworth Company | Ellsworth | Lively Steps in Penmanship |
| | Kent, Frank A | (manuscript) |
| | Lobdell, B. S | (manuscript) |
| MacMillan Company | Lister | Muscular Movement Writing |
| A. N. Palmer Company | Palmer | Palmer Method |
| Rogers, C. S | Rogers | Progressive Lessons in Business Writing |
| Silver, Burdett & Co | | Progressive Steps in Writing |
| Zaner & Bloser Company | | Zaner Method |
| **MUSIC** | | |
| Congdon, C. H | Congdon | Congdon's Music Readers |
| MacMillan Company | Zuchtmann | New American Music Readers |
| Pacific Press Pub. Assn | Gerritsen | Standard Graded Course in Singing |
| Silver, Burdett & Co | Parker-McConathy | Birge Meissner Progressive Music Series |
| | Von Meyerinck | (manuscript) |
| **MANUSCRIPTS OF CALIFORNIA HISTORY** | | |
| Bolton & Teggart, Henry K. Norton, Louisa C. Sala, Mrs. Ella M. Sexton, J. D. Sweeney, P. F. Valentine, Emma A. Wilson. | | |
| **ELEMENTARY HISTORY** | | |
| Hinds, Noble & Eldridge | Gerson | Our Colonial History |
| Rand, McNally & Co | Mace | Mace's Beginner's History |
| Charles Scribner's Sons | Gordy | Elementary History of the United States |
| Charles Scribner's Sons | Gordy | American Leaders and Heroes |
| **BEGINNINGS OF AMERICAN HISTORY IN EUROPE** | | |
| MacMillan Company | Nida | Dawn of American History |
| Public School Pub. Co | George P. Brown | The Story of Our English Grandfathers |
| Rand, McNally & Co | Mace | (manuscript) |
| Charles Scribner's Sons | Gordy | American Beginnings in Europe |
| **DICTIONARIES FOR ELEMENTARY STUDENTS** | | |
| Laird & Lee | | Webster's Standard Dictionary |
| The John C. Winston Co | | Universal Common School Dictionary |

The above bids are to be opened during the meeting of the State Board of Education, to be held the week of March 29th, in all probability.

EDWARD HYATT, Secretary.

A Crime.

It is a crime against the boys and girls of California who are brought up in the historical environment of the Spanish language, and who as men and women will take part in the development of the Spanish-American countries of Central and South America, that we neglect Spanish in our schools. Governor Brumbaugh in a recent address to Pennsylvania educators made a special plea for the teaching of Spanish in all vocational work in the public schools.

If we want the trade of Pan-America we must teach the languge. The merchants who know the Spanish languge will find open ports. We should not close the door of opportunity to the young men and women of our schools. It is the manifest destiny of Uncle Sam to carry the flag to Panama. The teaching of Spanish, however, in our public schools should be taken up even if the United States is not more active in the future than in the past in cultivating friendly and commercial relations with Pan-American countries.

* * *

## SPECIAL STATE AID TO BE PROVIDED FOR AGRICULTURAL AND OTHER PRACTICAL EDUCATION

Sacramento, Cal., Feb. 17, 1915.

The rural high schools of the State will be able to provide agricultural courses such as dairying, horticulture, viticulture and general farming, including farm mechanics and supplementary science courses, if the vocational education measure, introduced in the legislature by Senator Strobridge, becomes a law.

A large part of the population of this State is engaged in agriculture and the number of individuals so engaged is rapidly increasing. In the past there was so much available land that the matter of intensive cultivation with its accompanying increase in production was considered of little or no importance.

At the present time a large proportion of the available land of the State is under cultivation; if this land is to support the constantly increasing population, such support will have to be brought about by a more intensive cultivation of the soil.

This means that the people of the State can no longer afford to exploit its agricultural resources; and they can hinder such exploitation only by providing the necessary education for those who are to become the producers in this field of activity during the next generation.

Another bill introduced provides for the establishment of intermediate schools. If this act becomes a law it will make it possible for the districts within the rural high school district to provide for the education of the boys and girls of the seventh and eighth grades in these schools. Through their segregation opportunity may be provided for agricultural and home-making courses for these individuals, many of whom complete their education with the elementary course or at most with a year or two of high school training.

* * *

## PURCHASING AGENT OF LASSEN UNDER FIRE

The school board of Bieber, Lassen county, is up in arms and has written to State Superintendent of Public Instruction Hyatt to see if it can not escape the clutches of the purchasing agent of the county. The agent was appointed January 1st, and has notified the school board that not even a pane of glass can be bought except through him.

"We live eighty miles from the county seat and the stage makes one trip each week, but it takes two weeks to secure a reply, as the stage leaves Susanville before one can reply to a communication. The purchasing agent gets $100 a month and already has a position in his father-in-law's store. As the latter is boss of the county, needless to say all supplies come from this store. The people think there is too much graft in the present method."—S. F. Chronicle, March 26, 1915.

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**Boris in Russia**

And other Books in the series "Little People Everywhere," are of special interest now because of the great war. These geography readers depict the normal condition of the warring countries and they emphasize child life. They are illustrated with colored plates and full-page pictures. Each volume, 45 cents, postpaid. They may be had from the H. S. Crocker Company of San Francisco. The following volumes are ready:

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Colette in France

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Note.—The recent legislature enacted a law which requires Boards of Education, Trustees, etc., to give preference to books compiled within and printed and published in California. The law applies to the above book. Boards of Education should patronize home industry provided of course that the books have merit.

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## Education Notes

The School Women's Federation luncheon at Old Faithful Inn on April 7th, will be a special event in educational circles.

* * *

J. D. Sweeney, principal of the Red Bluff schools, has written a history for the State of California, and submitted the same for adoption to the State Board of Education.

* * *

A. P. Goddard, a prominent educator, has entered the agency field as manager of V. G. Trueblood & Co., of Chicago. Mr. Goddard was for the past eight years superintendent of the Forest Park Schools, and he is eminently fitted by experience and judgment for the new field of labor.

* * *

Superintendent L. F. Amidon of Iron Mountain, Michigan, has become associated with Oroville Brewer in the management of the Brewer Teachers' Agency, the Auditorium, Chicago, Ill. Supt. Amidon is a graduate of Harvard, and is well qualified for the new position.

* * *

Supt. W. H. Greenhalg of Amador county, was in the city last week, examining the joy Zone of the 1915 exposition, to see if it were a fit place to hold his annual institute. He will bring his teachers to the fair in April.

* * *

Canada has made a protest against the ruling of the attorney-general of California prohibiting teachers not American citizens drawing money from public school funds.

* * *

Supt. Geo. Underwood of Humboldt county, has been seriously ill for the past three months. His many friends hope for his speedy recovery.

* * *

The summer school of Palmer System of Writing will hold its session in the Heald-Dixon College, Oakland, Cal., beginning July 6th.

* * *

The Los Angeles Teachers' Club is certainly a live wire. It is doing effective publicity work on legislative matters.

* * *

Miss Winifred Stockall of Sacramento, wants all alien teachers to write to her in order to co-operate in having an amendment made to the law of California so they can draw pay for teaching the same as citizens.

* * *

L. W. Babcock, formerly superintendent of Mendocino county, has taken the agency of the Reo Motor Car for his section of the country.

* * *

W. G. Hartranft of Silver Burdett & Co., delivered a lecture before the patrons of the Franklin school, Oakland, on Friday evening, March the 12th, on "China and Japan."

* * *

Sara Flynn, special instructor in the Palmer System of Writing, is received with enthusiasm by the San Francisco teachers. The Hancock school, Miss Nellie Gallagher, principal, has been using this system with great success.

* * *

The Butte county teachers are very much divided over the proposition to hold the annual institute with the Northern Teachers' Association or at the Panama-Pacific International Exposition.


# THE PALMER METHOD

## of Business Writing at the Panama-Pacific Exposition

SUMMER SCHOOLS: Regular sessions during July and August, 1915, for Penmanship and Commercial Teachers and Supervisors, to be held in New York City at 30 Irving Place; in Cedar Rapids, Iowa, the Palmer Building; and at the Heald-Dixon Business College, corner 16th Street and San Pablo Avenue, Oakland, California. Full equipment and special facilities for a thorough study of the mechanics and pedagogy of Palmer Method Business Writing.

At the PANAMA-PACIFIC EXPOSITION we shall have two attractive exhibits, both in the Educational Building: (1) a still exhibit consisting of thousands of pupils' handwriting specimens from schools throughout the United States; and (2) a live exhibit in which model classes in penmanship will be held daily. This live exhibit is being organized and will be conducted under the direction of the National Committee of Business Education of the Panama-Pacific Exposition; it will be a feature of the "Standard Commercial School."

For particular information about the Palmer Method School of Penmanship by Correspondence; the Normal Course—free to teachers in schools which have an adoption of the Palmer Method; and our list of thoroughly specialized textbooks and supplies, apply to our nearest office.

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### CALIFORNIA TEACHERS' ASSOCIATION, BAY SECTION

This meeting will be held in San Francisco April 5 to 10. President Minnie Coulter has called it at that time and place, that full advantage may be taken of the opportunities offered by the Panama-Pacific Exposition. The plan is to hold the main meetings in the mornings in the Civic Auditorium, and section meetings in the afternoons at the Exposition grounds. Thursday, April 8, a great "get-together" banquet for both men and women will take place.

April 7 will be the big California Federation of School Women's Clubs luncheon at Old Faithful Inn. The list of speakers includes: Dr. Charles H. Judd, Director School of Education, University of Chicago; William T. Bawden, Specialist in Industrial Education, U. S. Bureau of Education; Miss Mae E. Schreiber, educational lecturer, Boston; Dr. William T. Foster, President of Reed College, Portland, Oregon, and two prominent authors, Mary Antin, author of "The Promised Land" and other works, and John Kendrick Banks, the humorist.

A number of county superintendents, including those of Mendocino, Sonoma, Marin, Alameda, San Benito, Merced, San Francisco and Amador, have called their institutes to meet with the Association.

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## Book Notes

"Physical Education Complete," by Lavinia Hendey Kaull, director of physical education, elementary schools, Sacramento, California.

The book is intended for and serves the needs of both schools and public playgrounds, and contains a complete course of study in physical education necessary for their purposes. It is a practical, reliable guide to teachers based on experience in the school room and demonstrated on the playground. It is an excellent book to place in the hands of normal school students as well as teachers, for it presents the subject in a practical way that will allow it to be introduced and carried on in both rural and city schools. The book includes a brief history of the playground movement in England, Germany and United States, and its development to the present time. Gymnastics, games and folk dances that have proved themselves of use in all schools, and proved themselves popular with the children, only have been selected, and always with the view to secure for the children the gratest playing value and physical usefulness.

* * *

"Menne Im Seebad," by Hans Arnold; edited with exercises, notes and vocabulary by May Thomas, Ph. D.; published by D. C. Heath & Co., Boston; price, 30 cents.

The story is in the easy colloquial style of the cultured class, and is well suited for use as a basis for practice in conversation or simple composition work.

"A Brief English Grammar," by H. S. Alshouse and Minnie R. Root; published by the A. S. Barnes Company, New York.

This little book of 46 small pages, is an excellent brief review of English grammar, that will be welcomed by many young teachers and students everywhere. An abundance of drill material and exercises for practice have been inserted to good advantage.

* * *

"Ein Praktisher Anfang," by M. E. Manfred; published by D. C. Heath & Co., Boston, price, $1.10.

The aim of the book is to teach grammar according to the direct method, by means of an every day vocabulary. Nouns, adjectives, etc., are taught by means of objects, verb forms by means of action, i.e., by series. The book does not aim to take the place of a reader, but simply to give the pupil, in addition to the grammar, the every-day vocabulary necessary.

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"I say, dad!" he said joyously. "You know that Wright case that you've been engaged in for the last twelve years?"

"Yes," admitted the old lawyer. "Well, what about it?"

"I've settled it!" exclaimed the son.

"Settled it?" shouted his father. "You great, lumbering fool! Why, I gave you that case as an annuity!"

* * *

"It says here that the recruiting stations in England refused to accept married men as volunteers," said Mrs. Jubb, as she looked up from the newspaper, "I wonder why that is?"

"The married men have had their share of war, I suppose," growled Mr. Jubb.

* * *

"There are sermons in stones."

"Possibly," replied Miss Paprika, "that accounts for the fact that some of the sermons intended to reform big cities remind you of a man throwing rocks."


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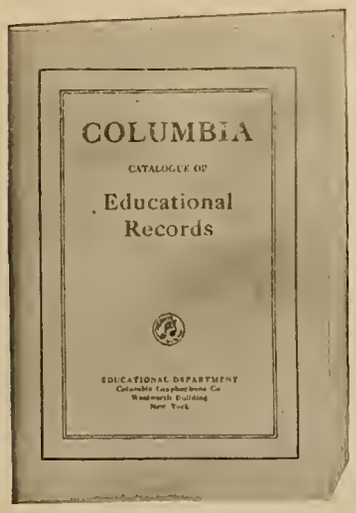


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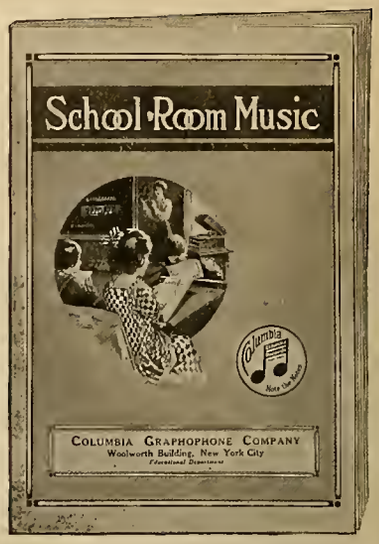


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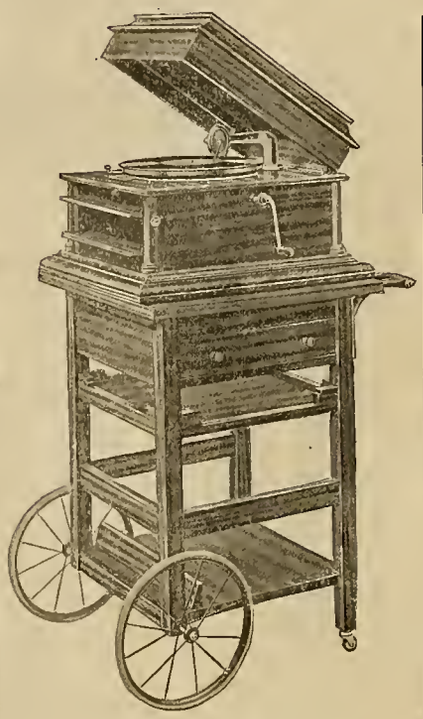

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# THE WESTERN JOURNAL OF EDUCATION

Vol. XXI | SAN FRANCISCO, APRIL, 1915 | No. 3


MEETINGS

Bay Section the California Teachers' Association, A. J. Cloud, San Francisco.

National Educational Association will meet in Oakland in August 16-28, 1915. David Starr Jordan, President.

Northern California Teachers' Association, R. W. Camper, President; Williams, Cal.; Mrs. Minnie O'Neil, Sacramento, Secretary.

Central California Teachers' Association, Craig Cunningham, Madera, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, C. H. Covell, President, Redlands; J. O. Cross, Secretary, Los Angeles. Meeting for 1915 at San Diego.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Margaret E. Schallenberger, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, William H. Langdon, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, E. P. Clarke, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

## Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

### This Is the Time

This year is the time for the schools to celebrate Peace Day. Not that the world is peaceful—not at all. Quite the contrary. The time we pray for rain is not in the midst of a rainy spell.

Nor do we want to deliver ourselves over to the mawkish sentimentalists who want peace at any price, who hysterically would sacrifice the whole world just to avoid a fight.

But we find nearly the whole world up to its ears in the most destructive war of history. Nations have lost their wisdom. Only exhaustion from bloodletting seems likely to stop the grim conflict.

### A Future Coming

But there is a future coming. Our own nation will be, is, the greatest power outside the general fray. It will have important duties to perform as the friend of peace, when the belligerents finally lay down their arms.

Since ours is a government of the people, 'tis a fine thing now to disseminate among the people some knowledge, some sentiments, concerning peace as a desirable consummation, devoutly to be wished within reasonable limits; and concerning the powers and duties of our government in the near future.

Our representative, the President of the United States, is doing all he can to preserve our national balance and to educate the people in his way. By proclamation and by speech and by example he is trying to let us see our opportunity and our duty.

He would surely welcome the powerful aid of the public schools in scattering intelligence about these things throughout the body politic.

### The Patriotism of Peace

Then let us put our heads together and before the close of the present term take a day to plant in the minds of our 400,000 young people some conception of the civic patriotism of Peace. May 18th is a fitting time. That is the day appointed by the American School Peace League and it has been observed in the schools for a decade. Some schools close before May 18th. They can very properly make Peace one of the chief topics of their last day of school. The State office is issuing a circular suggesting helpful material for the program. Mrs. Fannie Fern Andrews, of 405 Marlborough street, Boston, Mass., is the secretary of the American School Peace League, and she will send a great variety of helpful literature on the same subject. Robert C. Root, secretary of the Northern California Peace Society, 2218 Durant avenue, Berkeley, California, has also abundant helps for those who will apply. Mrs. Alice Park of the American Humane Education Society, Palo Alto, California, is another staunch friend of Peace, ready to send further hints and suggestions for the observance of the occasion.

Palace of Horticulture

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### A Generous Opportunity

The Peace Society at Riverside, California, has done a really handsome thing for the schools of the State. They have gone to much pains and considerable expense in making it possible for any school to secure a beautiful silk flag 30 inches by 40 inches in size, framed and covered by glass, for hanging on the wall as a school room decoration, and to get it at a minimum expense, a wholesale rate. This is the United States flag surrounded by a white border, surmounted by the legend "Peace Among All Nations." The law of the State requires all schools to have the flag not only on the flag pole outside but as a decoration inside the school room. Here is a very happy way indeed to comply with the law in a beautiful way at small expense. The price of the silk flag framed is $6.50, and by express delivered at your nearest office is $2.00 additional. This is much less than the real value.

### The Peace of the World

This society is also anxious to promote the cause of Peace by organizing Peace Societies in every school. For $1.00 additional they will send three small silk flags for prizes to the children who secure most members for the local school society, together with literature and other necessary materials for organization. These expenses may be paid for by memberships or in any other way. The district may very well pay them as for a school room decoration, in complying with the requirements of the law. It seems to me that the whole idea is very good, indeed, one that should be immediately embraced by very many schools. Peace Day in 1915 should be a notable occasion. Very likely the children will look back to it in future years as one of the activities that lead to the Peace of the World, following the great conflict of Europe.

### Indian School

Sometimes a teacher in some remote school needs to know where to advise an Indian boy or girl to go who wants outside schooling along industrial or vocational lines. He may be glad to know that the extensive federal school near Riverside would admirably serve this need. It is well equipped, has been in operation a number of years and is highly successful. It has a practical farm of 150 acres and full appliances for domestic science, besides the regular scholastic opportunities. It has Indians enrolled from all over the United States, but those from California have the first chance for admission. The official name of the school is the Sherman Institute, and the superintendent is F. M. Conser. He will furnish any further information or instruction desired.

# The Survey of the Uplift Field

*By Frederick Olschewski*

**Free Poland**

Perhaps the most interesting phase of the European war, after the vague theories of Teutonism against Slavism have lost themselves through the alleys of debate and discussion in a Cretian Labyrinth, is that of the reconstruction of the map of Europe upon the basis of nationality. We can not perhaps, regardless of what be our nationality, utter that phrase without immediately thinking of the Polish nation and the ancient kingdom of Poland.

After all it ranks as the sixth among the nations of Europe in point of population, in spite of a period of 125 years of oppression, repression, expropriation, and attempted denationalization. Were we to restore its boundaries as they were at the time of the first partition in 1772, Poland would rank in area second only to Russia; in fact, restore even the boundaries as they existed at the time of the second partition in 1793, and the status is still the same. In spite of all oppression and attempted denationalization, the Poles survive the battle of resistance, and today demand in the name of Justice the freedom of their race, and country through approximately thirty million voices.

The press is the greatest means of appealing to the Justice of the world at large, and of America in particular, since the influence of America in favor of Polonism is especially desired and the Poles hope it may even be actively exerted at the coming congress, to be convened we do not as yet know where. "Free Poland," a semimonthly magazine, has become the mouthpiece of the three million or more Poles in the United States, and will attempt to tell the truth about Poland and her people. It is neutral ground, as ready to lend an ear, and space, to the pro-German attempting a vain defense of Prussian anti-Polish policies, as to the spirited Pole suffering torture under the shame of conquest, and humiliation under tyrannical oppression. The magazine, supported by voluntary contributions of Poles and Polish sympathizers, was founded purely for the purpose of educating America as to the true rights of Poland, her rank as a nation, her contributions to civilization and culture, and the defense which for approximately seven centuries she gave to Christianity and Christian civilization, against the Crescent and the Tartar hordes. Its object and the method with which it pursues that object are worthy of the highest respect. Let us hope that the press throughout the country will express its sympathy for the cause it represents and laud every honorable means it may pursue, to aid in the restoration of the ancient Kingdom of Poland.

**The Kaiser as Minister of Education**

We have heard much of Germany's educational system, but after the history of the greatest war that has ever affected mankind comes to be written, no small share of blame may fall on the German people for failure to direct their educational system. Inadvertently perhaps, probably without thought of the consequences that might ensue, the direction of education in the German empire was left entirely in the hands of the German Emperor. Their thoroughness incited our admiration, but was that thoroughness directed in the right channels?

His minister of education was accountable to no one but the Emperor; no hostile vote of the Prussian Parliament could remove him; no designation to the post of a man not acceptable to the Emperor was of the slightest avail. The minions who have succeeded each other in that post have had to carry out the Emperor's will, to preach a false patriotism, based on militarism as an ideal. It has been pointed out in the press that to the five faculties of law—religion, science, philosophy and medicine, the Emperor added a sixth, whose province was to convert all the students of these faculties into "good Germans"—i. e., aggressive militarists.

**The Results**

The method employed would have been incredible but that we now face its naked results. The minister of education has used every available means to terrorize professors and teachers. They have had to insert in their lectures and courses passages of patriotic rhetoric belauding militarism and belittling other European nations as effete and decadent. In 1890 the Emperor, in an amazing speech, rebuked teachers for spending too much time on the humanities; on general history, the classics, philosophy. Instead of the history of Europe, he desired the history of Prussia and of Hohenzollern victories; in a word, blood and iron. For Latin composition he would substitute German essays on these subjects—on these, scholastic promotion would mainly depend. The humanities and moral instruction were to take a back seat, and the time saved given to military drill.

**The Work of the Carnegie Foundation**

The charge has been made that the Carnegie Foundation has imposed or attempted to impose upon the colleges and universities arbitrary standards. Considerable misapprehension exists in regard to it.

College standards as used in this sense refer not to those ideals of life and conduct which colleges seek to inspire, but to those details objective tests which all colleges must maintain in order to carry on their work, such, for example, as the standards of examinations and promotions. With the fixing of these standards the Carnegie Foundation has nothing to do, but the Foundation does bring such matters into the light, and in addition urges that such entrace standards be reasonable, be made with due regard to the high schools, and that they be honest. The Foundation has never attempted to dictate to any college what its standards of admission ought to be, but it has called attention to a certain wide discrepancy often existing between standards laid down in the catalogue and those used in practice.

The principal objection of the university presidents to the Foundation's various activities seems to be a certain ill-grounded fear that such a central agency might destroy the independent life of the institutions and the fear has been openly expressed. It would perhaps be more proper for the National Bureau to be more active along this line, but there is just one reason why a governmental agency can not at this time report critically on colleges and State systems of education, and that reason is—politics. Every governmental bureau, including that of education, is politically governed. It is doubtful if any commissioner of education could hold office permanently who undertook to tell facts about education in the various States—in such a report, for example, as that of the Foundation's studies on medical education recently published, or that on legal education which has just come off the press. It was tried a few years ago by the United States Bureau of Education, in a report making straight forward comparisons between certain educational institutions in the various States, and as soon as the nature of the contents became known "the powers that be" ordered the report suppressed, and it still reposes peacefully on the shelves of the bureau. This situation will continue as long as the office of commissioner of education is subject to political pressure, and since a privately endowed agency can render this service, while the National Bureau of Education can not, its efforts should be lauded rather than condemned.

**Health Supervision of Children Before School Age**

Special medical attention should be given to children in the four or five early years before school begins, is the assertion made by Dr. David Forsyth, an English physician. He declares that medical inspection of elementary school children points to a wide spread physical deterioration during the first four or five years of life, which leaves the majority of children with serious but preventable effects. Little or nothing has been done by way of solution. Preventive measures limited to the first years are unlikely to have much influence in warding off later troubles. A gap at present unabridged, stretches from the first year to the fifth, when the school medical inspection begins.

As a suggested remedy, Dr. Forsyth describes a plan adopted in the city of Westminster, England, and the statistics gathered show that while most children in the first period are healthy, only a small minority come through to the fifth year without at least one physical defect of some kind that the school authorities must then cope with.

Dr. Forsyth points out in conclusion that large numbers of children healthy in all respects at birth, become within five years the physically defective entrants that constitute more or less a problem for the various school authorities. Yet most of these cases are preventable, or taken in time, could be remedied more speedily and more cheaply than if left until school age, by which time not a few will have received permanent damage—physical or mental. The problem of the defective child largely resolves itself into the problem of the under-school age child, and seems hardly likely to be solved by anything short of a general plan insuring to all children regular medical supervision from birth to school age. And this, to be fully successful, must run side by side with educational measures for instructing the mothers themselves who, from ignorance far more than from willful neglect or even from indigence, are unable to safeguard their children's health.

**The Needs of Farm Women**

The United States Department of Agriculture has just completed and published four reports dealing with the social, labor, domestic, educational and economic needs of farm women. The Smith-Lever Act, providing for co-operative agricultural extension work was passed by Congress, and in order to render the effective service demanded under this act, information had to be gathered as to what things rural women most need co-operative assistance.

The substance of which the report is compiled is noteworthy. It is not the usual academic essay in which one or two people have occasion to test their literary ability, but consists of a number of plain letters from farm women, plainly telling their troubles, and furnishing unquestionable information, upon which to base constructive legislation or executive action. The letters are all in response to certain letters sent by the Secretary of the Department of Agriculture, and cover virtually the entire scope of a farm woman's life, from the education of her children to her own household activities and social recreation. The letters, of course, show considerable contradiction, for one woman might be very well contented with a certain situation and another be entirely dissatisfied with the same situation but allowing the law of balance to rule the matter, this means of gathering information for legislative or executive action should prove capable of very good results.

# The School Teachers' Page

*Eliza D. Keith*

## BRIEF PARAGRAPHS RELATING TO CALIFORNIA

To understand the history of California, the history student must know something of the old world and its history, of the influence of the "India idea" in shaping the destiny of California. The following facts deal directly with the development of California. Other facts have been excluded for want of direct connection with California history:

**The Repetition of the Substantive.**

In the following statements, note the repetition of the substantive in place of the customary pronoun. This has been done designedly, in the hopeof impressing each fact upon the child as he hears it for the first time. It goes without saying that some of the words may need to be defined, their meaning clarified, to a class.

The human race means men, women and children, all who have lived on this earth, who are now living, and all who are yet to live upon the earth.

The human race was born, thousands of years ago, in Asia.

Ever since the birth of the human race in Asia, the human race has been moving westward, through Europe, across the Atlantic Ocean, across North America, across the Pacific Ocean, back to Asia, the land of its birth.

Every human being believes in some kind of a god.

Our great white race has always believed in the one true God, and worshipped Him.

The oldest form of the one-God religion is Judaism, the religion of the Jews, or Hebrews. Christianity, founded by Jesus Christ, grew out of the Jewish religion.

We keep historical account of time, dating or starting the Christian era or years from the birth of Christ.

B. C. means before Christ. A. D. means Anno Domini, in the year of our Lord (starting from the birth of Christ).

Mohammedanism, the religion of the Turks and the Arabs, was founded some hundreds of years after the birth of Christ, by Mohammed, the Camel Driver of Mecca (570?-632).

The Mohammedans carried their religion from Arabia, into Africa, and across Europe, through the Mediterranean Sea; spread it by the sword, killing all those who refused to accept the religion founded by Mohammed. (570?-632, A. D.)

The Mohammedans settled in Spain where they were called the Moors.

The Moors taught the people of Spain how to make lace, other industrial arts, and how to build beautiful palaces, like the Alhambra, using the Moorish arch.

Centuries later, Spanish priests built the Missions in California, using a form of the Moorish arch, which can still be seen in the corridors of the old Spanish missions of California.

Long before anyone knew about California; long before America had been discovered, all the known world was the land on all sides of the Mediterranean Sea, and that fabled land—"farthest east," India, rich in gold, spices and precious stones. A part of China was also known to Europeans.

The Mediterranean Sea is surrounded by the southern countries of Europe, the northern countries of Africa, and by part the southwestern edge of Asia.

Mediterranean means in the middle of the land.

Italy, once called Rome, is a peninsula extending down into the Mediterranean Sea.

Venice and Genoa, two great rival States of Italy, engaged in trade with India, the rich land "farthest east."

Europe sent to India, and to China, then called Cathay, copper, tin, lead and woolens.

To Europe, India sent spices, drugs, camphor, precious stones, perfumes and silks.

The trade between Europe and India was carried on by ships in the Mediterranean Sea to Constantinople, or to Cairo, and by camels across the deserts of Arabia to India.

The old trade routes to India were growing more and more dangerous, menaced by pirates by sea and by wild Arabs in the desert.

Great cargoes of rich goods were stolen at heavy loss to the traders.

A new way to India, indeed, was needed.

Spain and Portugal, jealous of the great Indian trade of the Italian States of Venice and Genoa, desired to find a way of their own to India since they (Spain and Portugal) could not use the routes already established by Venice and Genoa.

It was a time of seeking a new pathway to the Indies.

The Portuguese King encouraged his sailors to try to sail around the great continent of Africa to find another way or route to India.

The Portuguese navigators were very brave for those days of darkest superstition, and ventured far down the coast of Africa, even crossing the equator. At last one navigator, Bartholomew Diaz, reached the most southern point of Africa, and named that point the Cape of Good Hope.

Columbus, the Italian's Genoese sailor, believed that he could find a new route to India by sailing ever westward. Columbus believed that the earth was round.

For over seven years Columbus tried in vain to induce kings to give him men and ships to sail westward. No one would pay any serious attention to Columbus.

At last Isabella, the Catholic queen of Spain, inspired by the thought of converting the heathen to Christianity, sold her jewels to give Columbus men and ships to sail westward in search of India.

On October 12, 1492, Columbus after sailing westward for months, reached land. Columbus thought he had discovered a portion of India, so he called the inhabitants "Indians."

Columbus in all made four voyages to the new world, but Columbus died in the belief that he had discovered a new way to India.

Columbus never knew the greatness of his discovery.

The Portuguese were still trying to sail around Africa.

Vasco da Gama, the Portuguese, sailed down the west coast of Africa around the Cape of Good Hope, the southern point of Africa. Vasco da Gama then sailed up through the Indian Ocean to India 1497-1498.

Vasco da Gama had found a new route to India, and that new route belonged to Portugal by virtue of da Gama's discovery.

Spain claimed all the land discovered by Columbus.

Portugal had her new route (around Africa) to India.

Spain and Portugal even quarreled over the ocean routes of travel.

The Pope settled the dispute between Spain and Portugal. The Pope drew the Line of Demarcation from pole to pole through the Atlantic Ocean, at a certain distance west of Europe.

The Line of Denunciation was an imaginary line running due north and south one hundred leagues west of the Azores, fixed in papal bull of Alexander VI, May 5, 1493. By treaty 1494, the line was shifted 270 miles farther west.

The Pope declared that Spain could have all that Spain discovered west of the Line of Demarcation.

The Pope declared that Portugal could have all that Portugal discovered east of the Line of Demarcation.

The Line of Demarcation kept Spain from sailing east, and the Line of Demarcation kept Portugal from sailing west.

Vasco da Gama gave Portugal an all-sea route to India, but it was very long, and exhausting.

Spain could not use Portugal's sea-route to India, so Spain still hoped to find a

western route to India, which would be all Spain's own.

Magellan, who was an ambitious Portuguese captain, asked the king of Portugal for a ship and men that he might go on a voyage of discovery.

The king of Portugal treated Magellan with disdain, refused to give Magellan ships or men.

Magellan angered by the treatment of the Portuguese king, forswore Portugal, Magellan's native land, and went to Spain.

Magellan offered his services to the king of Spain.

Magellan obtained ships and men from the king of Spain. Magellan set out to find for Spain a western route to India.

Magellan's crew and officers were nearly all Spaniards. The Spaniards were jealous because Magellan, a Portuguese, had been placed over them, in command of a Spanish fleet.

Magellan sailed southwest through the Atlantic Ocean, passed through the straits which are now known as the Straits of Magellan, and sailing northwest across the Pacific Ocean, Magellan led the Spanish fleet to the Philippines.

Magellan took possession of the islands in the name of Spain.

Magellan was killed by the natives at the Philippines, and Sebástian del Cano took the ships back to Spain.

Magellan is called the first circumnavigator of the globe.

The Pope's division of the world between Spain and Portugal excluded the Spaniards from the Indian Ocean and the Cape of Good Hope, and thus forced the commerce of Spain with the East Indies across the Pacific.

Spain tried to find a shorter and more directly western route to India by crossing the Spanish possessions in the new world.

Cortez, the Spanish conqueror and explorer, in the years 1519-1521, landed in Mexico, conquered Mexico and made Mexico the Spanish headquarters for expeditions of discovery and exploration.

Cortez sent out expeditions to find India. These expeditions failed to discover India, but carried the Spaniards across Mexico, to Lower California.

Mendoza, the governor of Mexico, fitted out an exploring expedition under Cabrillo to sail up the coast of California.

Cabrillo discovered San Diego Bay, Monterey Bay. Cabrillo sailed up the coast of California in 1542.

Cabrillo died, and Cabrillo's pilot, Ferrelo took the ships as far north as Mendocino.

The discovery of San Diego Bay by Cabrillo was the first discovery on the western coast of North America, of territory that now belongs to the United States.

Cabrillo's explorations and discoveries dissipated the idea held by the Spaniards that they were on the threshold of India.

(In a later issue other facts in the history of California will be set forth.)

In teaching history, we, for convenience, speak of the waters sailed, and the places discovered, by the names they bear today, although at the time of their discovery these waters and places did not bear their present names.

For instance, we say "Balboa discovered the Pacific Ocean," while to be exact the statement should be, "Balboa discovered a great body of water, which he, Balboa, named the South Sea, and to which Magellan gave the name Pacific Ocean."

But the first way prevails.

## "THE FOREIGNER IN OUR PUBLIC SCHOOLS"

The California school teacher has long realized that it is through the public school, and through the social center idea that the children of the immigrant and the adult immigrants themselves are to be developed into American citizens, into citizens who, in the land of their adoption, are to be helped to realize that the best of their old life in the old country, can be a helpful and praiseworthy part of the new life in this new country.

Let me quote from an article of mine printed in the "Mission Enterprise" of San Francisco, June 27, 1914, to prove that this idea was with us for months before we were privileged to hear it eloquently advocated from the lecture platform. And furthermore, San Franciscans are not ignorant of the work of Jane Addams in the Hall settlement house of Chicago. It might be remarked in passing that we long have had some settlement work of our own, both before the fire and since. Here is the quoted article:

"The use of talking machines is growing in our public schools, particularly since the makers of phonographs are making a specialty of folk songs and folk dances.

Today instead of trying to ween the immigrant away from all thought of his old home, those wise in the psychology of transplanting ideas are devolping the use of the public schools as social centers, wherein the neighborhood may meet and mingle on the common ground of their new American citizenship, hallowed by the thoughts, memories and popular amusements of their old homes beyond the seas. Each nationality is represented, each moved to social emulation, each striving to dance the national dance, to sing the songs of his native land, so as to win applause for his ability, and honor for the fatherland.

The child sees his parents in a different light; he sees them applauded and praised. He sees them carry themselves with a certain national dignity and self-respect, and the child, fresh from the education of the schools and the companionship of the streets, and accustomed to consider himself greater than the mother who bore him, who is apt to look upon himself as indispensable to the family because of his ability to act as interpreter, is compelled to take a back seat, and for the time at least, to honor his parents.

Thus the folk dance, the dance records, the talking machines, the moving pictures of the social centers are making American citizens. Success to their efforts.

* * *

## WHY DO WE TEACH ARITHMETIC?

Let us examine that illuminative book, "Special Method in Arithmetic," by Charles A. McMurry, Ph. D., published by the Macmillan Company, New York, and San Francisco.

McMurry says: "The chief aim of arithmetic is the mastery of the world on the quantitive side through number concepts. This means the ability to estimate quantitively in numerical terms, the varied objects and forces in the physical world as related to man.

"We have a whole system of mathematical language with which the pupil must become quite familiar. It has taken thousands of years to work out a concise and satisfactory number language, a set of symbols of number and of number operations, simple and comprehensive, which now constitute an inheritance invaluable to every child."

These two excerpts will give an idea of the value of this book, McMurry's "Special Method in Arithmetic," to any teacher who wishes to know something more of his subject than is afforded by the State textbook on arithmetic.

"The general doctrine of the utility, the serviceableness, of arithmetic as an interpreter of all our surroundings from the number point of view, rescues it from all narrow and sordid considerations."

The brief historical review of the subject of arithmetic as a subject of common school study and the widely varying opinions of its importance that have prevailed at different times and in different countries constitute Chapter I; and are well worth reading again and again.

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The regular annual Summer Normal of Gregg School will open Monday, July 5, 1915, and continue to Friday, August 13.

The work will embrace the usual instruction in the principles and pedagogy of Gregg Shorthand, Rational Typewriting, Office Training, Business English and Commercial Correspondence. There will be both primary and advanced work.

Last year 150 teachers, including college graduates and department principals, availed themselves of this professional training, representing 25 States.

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The business meeting of the California Federation of School Women's Clubs was very interesting. Dr. Anne Nicholson gave an excellent report of the Travelers' Aid work. Miss Ethelind A. Bonney reported on the Congress Committee. Miss Louise Bray of the Legislative Committee, spoke in favor of Section 1687. The Committee on Resolutions made a report in favor of standardizing the janitorial services on school premises; reported in favor of the California Teachers' Association, providing a section for the discussion and opportunities for social services in connection with the work of public schools. Miss Margaret I. Poore, chairman of the Nominating Committee, reported in favor of the following officials: President, Mrs. M. M. FitzGerald; vice-president, Miss M. U. Howell; secretary, Miss Alice Rose Power; treasurer, Miss Zannette W. Potter. The report of the Nominating Committee, was adopted and the above officers were unanimously elected for the ensuing year.

The California Federation of School Womens' Clubs made three memorable appearances during the week devoted to the San Francisco Convention of the Bay Section of the California Teachers' Association.

The first was in the Civic Center Auditorium, the afternoon of Tuesday, April 6, when a fine program was presented by four women of unusual distinction, one of whom, Mary Antin, has made such a great contribution to social service that she must be considered a vital force in our civilization of today and that of the greater tomorrow. From beginning to end of her "Personal Reminiscences," her graphic, sympathetic presentation transported her spellbound audience to another world. Every word, every gesture, was vibrant with her wonderful personality.

Mrs. Susan H. Dorsey of Los Angeles, forcibly conveyed the fact that women teachers not only have equal opportunities in our public school service but unusual possibilities in exploring new fields for work peculiarly fitted to them because of their womanhood.

Miss Agnes Howe, principal of the State Normal Training School at San Jose, gave a vigorous common-sense paper on "The Standardization of Janitorial Service in Public Schools," which was a pioneer contribution to a little exploited subject and deserves a conspicuous place in the very limited bibliography on that subject.

Dr. Margaret Schallenberger, State Commissioner of Elementary Schools, delighted her audience with a witty and wise talk on "The Educational Value of Humor," which was well leavened with prescriptions for use in the daily service of the up-to-date teacher.

The second appearance of the Federation was at the largest luncheon so far held at "Old Faithful Inn," in the Yellowstone Park concession on the Zone of the Panama-Pacific International Exposition.

Some five hundred and fifty representative school women from all parts of our glorious State enjoyed a perfectly appointed luncheon, while the great Exposition Orchestra of eighty pieces, gave an exquisite program.

During the intermission, the president, Mrs. M. M. FitzGerald, introduced Miss Sarah J. Jones of the San Francisco Board of Education, who welcomed the teachers of the State to San Francisco and paid tribute to the pioneers in the cause of education.

Miss Minnie Coulter, president of the Bay Section of the California Teachers' Association, greeted her colleagues on behalf of the California Teachers' Association, and extended a hearty invitation to attend the week's activities, both social and professional.

Great credit is due Miss Pauline Hart and her able committee of arrangements, not only for the management of the luncheon, but also for the courtesies obtained, permitting general admission to several concessions, one of the most charming of which was the Village of Tehuantepec. After luncheon the guests scattered over the Exposition grounds. Many remained to witness the illumination and hear the wonderful playing of Creatore's, the French, and Cassas's bands. In every way the luncheon and entertainment must be considered one of the greatest social successes of the week.

The third appearance of the Federation was at Festival Hall, Exposition grounds, Saturday afternoon, April 10, when, during the meeting of the California Council of Education, a bronze plaque was presented to the State Federation of School Women's Clubs by the Exposition management, in commemoration of the Panama-Pacific International Exposition, this recognition being due primarily to the consideration of Mr. James A. Barr, Commissioner of Congresses to our world's fair.

The president of the Federation, to acknowledge this memento of participation in the greatest convention of California educators ever held in the metropolis of the West, made a gracious speech.

## THE NATIONAL ASSOCIATION OF TEACHERS' AGENCIES
(Affiliated with N. E. A.)

For some years, there has been a growing desire on the part of the managers of teachers' agencies to standardize their work, thus making it possible for anyone to distinguish between agencies.

In February, 1914, at the Richmond, Virginia, meeting of the N. E. A. (department of superintendence) was established the National Association of Teachers' Agencies. During the year, the membership grew and at the Cincinnati meeting of the N. E. A. last February, there was elected to membership sixty teachers' agencies, comprising practically all such agencies doing a reputable business with teachers only. The Association can not admit commercial agencies nor teachers' agencies which are in any way combined with commercial agencies.

During the short period of its existence, the National Association has brought about a wonderful spirit of harmony and good will which augurs well for the future. Any officer of the Association will be most glad to give information about the N. A. T. A. The president is Mr. A. F. Pease, 6 Beacon Street, Boston, Mass., vice president, Joshua Richmond, St. Louis Co. Bank Building, St. Louis, Mo.; secretary-treasurer, B. F. Clark, 64 E. Van Buren Street, Chicago.

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Note.—The recent legislature enacted a law which requires Boards of Education, Trustees, etc., to give preference to books compiled within and printed and published in California. The law applies to the above book. Boards of Education should patronize home industry provided of course that the books have merit.

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# Southern California Section

## SAN DIEGO, THE SUNKISSED, 1915

By James V. Kelleher

At a point on the San Diego Exposition grounds overlooking the deep blue waters of the Pacific Ocean, stands the largest outdoor organ in the world. This organ is played daily for the benefit of the thousands who come to the great fair.

As many of our readers may be unacquainted with the wonderful structure, and immense musical range and power of such an organ, a not too detailed description might be interesting and instructive.

Musicians state that the best medium of complete musical expression is the symphony orchestra, organized on the basis of four quartets of stringed and wind instruments. Beside capacity for every variety of tone there is the distinctive and dominant feature of increasing and diminishing depth. The pipe organ is, in itself, virtually a symphony orchestra. Hence it is justly regarded as by far the most wonderful musical instrument of modern times.

The Exposition organ is, according to experts, one of the finest in the world. It has four manuals, or keyboards, each of which, with its pipes and stops, constitutes a separate organ. All of them may be linked together. In addition, there are the pedals with a range of two and a half octaves, thus constituted practically a fifth organ.

With these four organs are nearly eighty stops, or counting mechanical contrivances, eighty-six. These include all stops found on the usual pipe organ and also a great number of special keys. Among the latter may be mentioned the flute, oboe, clarinet and bassoon; the brasses such as the trombone, tuba and French horn; and the instruments of percussion, including tympani, cymbals and celesta. By the use of these various stops, the several instruments are imitated almost perfectly. There are also stops to give the effect of stringed instruments, which can not be exactly reproduced. Other special effects are a set of cathedral chimes and an excellent imitation of a harp.

The keyboard range is sixty-one notes, as compared to eighty-eight on the piano, but the actual range of the organ is incomparably greater.

By means of the many stops, it is possible to double, triple, and even quadruple the octaves of any particular note or set of notes struck on the keyboard. As every chord can be made to sound in pipes characteristic of different orchestral instruments, the variety of tone coloring at the command of the organist is almost limitless. By a special contrivance, the entire power of the four great organs can be concentrated in any one keyboard, thus giving the player opportunity to employ the full power of the instrument in any given note or notes without having to strike similar keys on the other keyboards.

Another mechanical contrivance of great convenience found on the Exposition organ consists of eight push-buttons on each keyboard. Before beginning his selection, the organist can arrange his choice of stops, and if at any time during the playing of the composition it becomes necessary to change the stops, he need only push one of the buttons, and the adjusting is done instantaneously by electrical power.

Everything about the organ is electrically controlled. The depression of a key forms an electrical contact, controlling the valve of the individual pipe. Formerly it was necessary to have wires, cords and strings to manipulate the valves. The difference between the two systems can be readily understood by comparing the old-fashioned doorbell with its wires and hinges to the modern electric doorbell.

The great outdoor Organ at the San Diego Exposition, Donated by John D. Spreckels
H. J. Stewart, Organist

Another feature of the organ which while not new, is found only on the largest organs, is the movable console, or box containing the keyboards and pedal apparatus. The distance and position of this console from the organ proper is limited only by the length of the flexible cable attaching it to the organ and containing the electric cords running from the keys to the organ pipes.

San Diego is one of the few places in the whole world where the erection of such a gigantic outdoor organ would have been possible. A difference of ten degrees between the air surrounding the pipes and the outside air is sufficient to throw the organ out of tune. In San Diego the mean annual variation in temperature is eight degrees. As an added safeguard, the walls of the building have been made of two rows of hollow tile. The space between these prevents the air in the interior from becoming too warm in summer, or too cool in winter. It also makes the air which passes through the pipes and which is drawn directly from the exterior of the building, of approximately the same temperature as the air surrounding the pipes. Thus, by a combination of nature and art, the atmospheric conditions of the great organ are rendered almost perfect, and thus also is insured a wealth of entertainment and pleasure for generations to come.

## PUBLIC SCHOOL PROBLEMS PECULIAR TO SOUTHERN CALIFORNIA

By George F. Staat

If the terrific plowshare that upheaved the great furrows which we call the Sierra Nevadas and the Coast Range had kept straight on after striking the Tehachapi snag instead of mussing up the country promiscuously, a great many of the problems of southernmost California would have been solved ere they were proposed. Or if, without injury to life, limb, or the pursuit of real estate, a terrific steam roller could go over the San Bernardino, San Jacinto and Cuyamaca semi-furrows and make a wide plain from Pinos to the Peninsula, the present problems would be solved.

### Consolidation of Schools

"Consolidation" and "transportation" are nouns to conjure with. U. S. Commissioner of Education Claxton urges it, educators up and down this State endorse it, harried boards of school trustees sigh for, and cipher for it, but it seems likely a satisfactory solution may have to wait the coming of suspension bridges.

Here's a school district that we'll call North Canyon, area 100 square miles. Owns a little red school house, with a dinky little bell that summons ten children to school every morning. Average daily attendance, 8. Pays its teacher $65, and expects $20 of that back in the form of board. Net valuation about $5,000, or not enough to raise a special tax for extra school facilities.

Here's South Canyon, similar area, similar conditions. A wide, craggy gulch, dry as Pharoah's shinbone in summer, but a raging torrent after the rains, lies between.

And here's Center Vale School District, down river on the flats, five miles distant from North Canyon and South Canyon, but alas, two spur gulches lie in the way and the only trails are like "Paso del Mar." Central Vale has two teachers and would be very glad to add another, with manual training, domestic arts, supervised music, and other nice things, provided the Canyon districts are willing to consolidate with the Vale and arrange transportation facilities at 15 cents per day per pupil.

Now in that case the Canyons are (1) will or (2) they are not.

Suppose Case No. 1. Brother Claxton would say, "Go ahead and consol." But rancher Jones, of North Canyon District, standing on the edge of the precipice, would call out to rancher Jenks, of South Canyon District, "We must have a bridge first. What do ye think it'll cost?"

And Jenks will roar back, above the swirl of waters, "About five thousand dollars. D'ye think they'll build it?"

And echo gulps the answer.

Suppose Case No. 2. The county board of supervisors have been generous and, if they have not furnished a bridge, have built a fairly good road and a practicable ford, but the Canyonites aren't willing. For sheer perversity they are going to cling to those wretched little schoolhouses until the last little Jones or the last little Jenks has finished his schooling. After that the school can go literally to pieces for all they care. Mistaken pride in one's locality will effect the same result. Maintaining a school merely to spite another district will also do it.

### School Trustees

What Southern California needs most—what all California needs most—is a standard by which school trustees shall be measured. Elect a poundkeeper; he is sup-

posed to know something about dogs and cattle. Elect a constable; he is supposed to know something of criminal law. Elect a school superintendent; he is expected to know beans. But elect a school trustee, a man who has the hiring, firing (too often the firing) of a gently-bred teacher, who has invested at least eight years of her life in preparation to earn a pittance; and such a man doesn't have to know even how to read or write.

All honor to the capable men and women who are filling the offices of school trustee —an office without a penny of pay, and a world of responsibility—but down with the ignoramuses who are allowed by a too lenient law to sit in judgment upon the flower of our normal schools and universities.

Proximity to an international boundary always creates problems—witness the current unpleasantness in Europe. Southern California is the home of thousands of Mission Indian and half-bred children. True, there are many of these people in central and northern California, but there is not a constant supply of them from the south.

Talk with any teacher in Southern California, and she will tell you frankly that the majority of those children can not be educated beyond the sixth grade. They are brilliant students in drawing and music, fairly good in geography, but sadly deficient in English, history and arithmetic. In short, they excel in the temperamental studies and fall down on the mental and fundamental.

After "el nina y la uina" have been pulled up to the third grade they begin to do excellent work. This spurt lasts for three or four years, and then their school work languishes. Of eighth grade graduates from rural schools in the border counties, children of Spanish blood can almost be counted on one's fingers every year.

El nina has a habit of marrying early. She will linger two years in fifth grade, and two years in sixth grade, and then, some fine day, will startle the school and teacher by announcing that she is going to be married pronto, and has come for her books. She and Jose will study together. May be she will teach him to read and write. If she doesn't, no importa, no hay de que. And mayhap teacher breathes a sigh of relief as she cancels "Six B" from her daily program.

* * *

## THE COMPETENT TEACHER
(A Toast)
M. E. L.

She studies her little blue book,
She does.
She isn't content with one look
But she models her school
By its precept and rule,
And keeps it close by on a hook,
She does.

She studies each girl and each boy
She does.
She enters wholehearted, their joy
She kerchiefs their tears
And calls them her dears,
And ignores little things that annoy,
She does.

She is queen of her little domain
She is.
Her edict she makes very plain:
Whenever feuds start
She never takes part,—
And they say she's elected again
She is.

## THE NEW ERA
By Benjamin Fay Mills

The world moves by progress of the seasons. The human world finds that each round of the seasons carries it further on the path that leads to its destiny. We call these seasons, ages, epochs, periods, and eras. No seeing eye at the present time can doubt the effulgence of the new spring time.

In the world's politics we have advanced through anarchy, despotism, constitutional monarchy and the republic, until nothing but democracy, which is the political expression of the unity of mankind, will suffice for the educated conscience of humanity.

Internationally the peoples of the world are engaged in strenuous opposition and selfish strife, yet the entire world history marks great steps of progress towards unity. Out of early strife there came regulated intercourse; then the ideal of free intercourse; then co-operation and the recognition of mutual interests; then treaties of arbitration; and then the parliament of peace. All the while there has been a tendency towards federation, as manifested in the fusing of the States of Italy and Germany, and the United States. Above the present strife will triumph the idea of the organization of humanity, the world-wide federation of all the peoples of the earth.

In the economic world men formerly fought with one another, moved by hunger and greed; then they enslaved one another; then they held their serfs under the lighter bonds of feudalism; then there came the freer system of private contract, and now our whole enconomic world approaches co-operative organization. Someone has forcefully expressed it in this manner: The original attitude of men to one another was that of antagonism, that is, of master and slave; then of agreement, such as we have in our present business world; then of co-operation, which is just before us, and the final organization is to be based on the absolute devotion of each one to the interests of all the others. The only economic trouble today comes from resisting the Zeitgeist, which moves us toward a world-wide co-operation.

In society, as we use the term in the lesser sense, the artificial barriers are melting away.

In America, we already have an essential social aristocracy where the highest distinctions are indicated by ability and achievement and disposition. In a company of distinguished men recently more than half of them said they were very poor boys in their youth.

Along philanthropic lines, our modern world organizes itself, so that the strong may help the weak, and everywhere benevolence, sympathy and compassion are making themselves manifest, as never before in human history.

In relation to nature, we perceive the great laws of order, progress and unity, but the law of unity is especially the discovery of our modern science, and the inspiration of our modern philosophy and religion.

Man is coming to regard his brother animals as part of his own constituency. The word philanthropy, which means love to mankind, needs to be exchanged for a larger and more comprehensive term. The animals became tame through the recognition of the larger fellowship on the part of man.

Ernest Thompson-Seton said that out of the litters of eight wolves, one half of them, reared by men, grew up kind. The days when the great hunter was the great man, have passed away. A very distinguished American far better represented his country and the modern spirit when he asked a certain order of Elks not to use the elk tooth as an emblem, than when he was shooting an elk that sought refuge with his cows. The modern spirit is showing itself in the protests which are growing in volume and power, against attempting to minister to the comfort of man through the agonies of animals.

We have a new education. I have frequently said that I believe that the kindergartens and postgraduate universities are nearer to the highest ideals of education than the intervening stages of our popular schools. The reason of this is because they recognize that true education consists not in cramming the minds of youth with dead men's ideas, but in discovering the capacities of the individual man and trying to develop them. We are reconstituting our education on the basis of our faith in the infinitude of the private man.

* * *

The greatest honor ever given a California schoolmaster was the naming of Friday, April 30th, at the exposition, Edwin Markham Day. Of course, Markham had to be a poet in addition to being a schoolmaster to be offered the honor.

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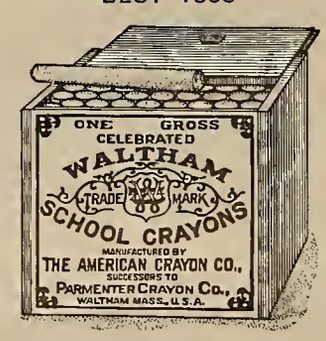


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## REASONS AGAINST CONSTITUTIONAL AMENDMENT NO. 15.

By NOEL GARRISON

1. While the fundamentals of education as implied in the three R's may be taught satisfactorily from uniform text books, it is radically wrong from an educational standpoint, a gross injustice to the citizenship of the State, to require all its young men and women to receive the same education from the same text books, to place all in a common mould.

2. The limitation of courses as implied by the reduction of the number of text books would destroy the high school's chief function, viz., of enabling the youth to try out his powers, to find himself so far as his vocational purpose and real life work are concerned.

3. The high schools must offer courses and also text books with special emphasis to meet community needs with varying interests whereas State uniformity would render it impossible.

4. This larger freedom implied in local adoption, therefore, protects the interests of the people more than State uniformity.

5. The experience of other States with local adoption and State uniformity establishes these and the remaining fundamental propositions. We should profit by the experience of others.

6. Books are but tools. In subject matter such as is found in high school subjects, where the content, order of presentation, and method of treatment differ so materially in the several texts, it is as preposterous to demand that all high school teachers use the same text as it would be to demand that all carpenters use a Simonds or Dittson saw.

7. The insistance of a uniform text and, therefore, of a uniform method would not only destroy the personal choice of the teacher and his own individuality, but would thereby greatly lessen his efficiency to the school, as some teachers could not successfully teach the subjects as presented in some books. This is particularly true in the sciences.

8. The text or reference manuals in some of the courses with a vocational purpose, e. g., agriculture, industrial education, commercial subjects, etc., should meet community needs and have an emphasis to suit local requirements, for example, in Lodi, the emphasis in agriculture could be in viticulture, whereas in Oxnard, the grape industry could not be studied with the same profit. The same would be true of other industries.

9. The text books even in the cultural subjects of history, English, economics, etc., must be selected with a view to local needs and local equipment. How could a small high school with no library use successfully a history text calling for a great deal of supplementary reading? Should the Los Angeles high school, on the other hand, with 8100 volumes in its own library be compelled to use a text without such a rich fund of supplementary materials?

10. The State-wide adoption of a text book in some of the newer subjects, where the text books are only in the process of making would probably mean the saddling of a very poor book on all California schools for four years with a great loss in the schools' efficiency.

11. State uniformity is now responsible for unloading some of the most unpedagogical books in existence on the elementary schools of the State, books which are generally conceded to be poor in the extreme. Why not profit by the experience and at least protect the other half of the schools?

12. The State printing office has not been able to deliver the eighteen books to the elementary schools which has resulted most disastrously to the pupils and teachers. How could it print even forty-eight more texts for the high schools, even if there were sound reasons for doing so?

13. The trebling of the size of the State printing office which such a measure demands would add a great expense to the State and to the taxpayer and at the same time, rob the school of its efficiency.

14. Forty-eight books, moreover, would not begin to cover the needs of the larger California high school, although the individual pupil is required to purchase only a small fraction of that amount. The strength of the high school lies in the very fact that it seeks to give each student the subjects he most needs as a preparation for his life work. With four years each of English, mathematics, Latin, German, history, science, there would be twenty-four courses alone in the smallest high schools, to which would be added for all the larger schools other courses in history, science and mathematics; commercial courses such as commercial English, commercial arithmetic, commercial geography, commercial law, bookkeeping, stenography, etc.; other modern languages such as French and Spanish; agricultural courses such as horticulture, live stock, irrigation and drainage, soils and fertilizers, etc.; applied courses in chemistry and other sciences; music, drawing and the other arts; besides industrial courses and the various branches of the household arts and sciences. The Stockton high school alone now offers sixty-seven different courses and plans to offer more—courses, mark you, not books. Some of these require one book, some, as for example, the first year of English, require eight or ten, inclusive of the small 15c and 25c classics studied. How could a State printing office handle successfully such a project considered from a purely business standpoint?

15. The expense to the individual pupil for a year's text books is not expensive. The State printer might possibly save a few cents on a book, but the price paid by the State in lessened efficiency to its schools, in increased taxes to its citizens for the enormous plant, and in annoying delays to say nothing of worthless books would be enormous indeed.

16. The change in text books can not be oftener than once in four years, anyway, under the present laws. Some of the text books in the Stockton high school have been in use six or eight years. What more could State uniformity do on that point? Pupils do change classes through promotion at the end of each term or year and new courses require new books, but State uniformity would not alter this, as the student could not use a first year history in a second year class. In the grades, however, a book can not always be completed in a year and sometimes lasts through two or three years.

17. The California high school teachers believe in supporting home industries but they do not favor such a pernicious plan merely for the sake of giving preference or even a chance to California authors, if the schools are to suffer by the plan.

18. The teachers again wish to encourage every movement looking to the employment of honest labor but they are unalterably opposed to a plan enabling some few men to secure employment in a State printing office at the expense of the boys and girls and of the future citizenship of this State.

19. It is ridiculous to suppose that a committee at Sacramento, whether they be legislators or educators, can determine the individual community needs of all the California high schools as well as the experts on the job.

20. The central educational office should be a clearing house and not an autocratic bureau. A too strongly centralized system will lessen the schools' efficiency, whereas a State board or commissioner could most profitably disseminate light and pass on the experience of the several California high schools thereby preventing them from repeating the mistakes.


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## WHAT THE TEACHER SHOULD KNOW

By ALICE BEST

After the student has some idea of drawing, either from the figure or from still-life, composition must be taken into consideration, as it is the basic principle of all pictorial and decorative art, and should be introduced at the very beginning of the studies, for it is the mechanical arrangement of units and groups aside from color, form and technic. The appeal is directly to the intellect. Thus composition is important and valuable because, aside from the technical and experimental knowledge, it opens the mind to the meaning of the records of all artistic creations, and gives the faculty of intelligently reading these records. Just as one appreciates the beauty and power of a great poet, without the ability or the talents to produce or rise mentally to the same inspirational heights.

We look at pictures without the necessary preparation; our approach is a literary approach.

No artist ever attempts a canvas on the spur of the moment just because he has come across a beautiful scene or an interesting face that has arrested his attention, and the desire to reproduce the same forces him into action.

The idea comes first and is very often involuntary, the fruitage of a nature prepared and well stored mentally. The carrying out of the idea depends entirely on the technical skill of the workman.

Without model or nature it is possible to rise above this circumstantial limitation and create a great or an important piece of work. But this faculty belongs to genius, as shown in some of the early masters. In spite of the defects and mistakes in line and arrangement, mistakes that no modern artist could make, the interior understanding of genius broke through the barriers of external ignorance and the urge of inspiration gave the faculty and power to express. But today every student knows the rules.

First comes the idea, then the plan for its exposition.

The common mistake is to declare that nature gives the inspiration, the artist's sole object being to copy this fragment of nature as accurately as possible, in other words a photographic color plate. This is a mistake. Nature never composes. No artist ever copies the scene before him, nor is this his desire, or his object.

Nature is but the material to be used in the carrying out of the idea. The student's knowledge and education directs his choice of objects, or the elimination of such as will be detrimental to the line and balance of the composition. It is this wonderful line and balance that appeals in the good Japanese prints, masterpieces of composition and spacing.

Now, this side of art can be studied and understood. It gives to the layman the key that unlocks the inner meaning and the intellectual purpose of pictures, placing the spectator for the time on the same mental platform as the artist, indexing the essential and fundamental rules upon which all good pictures are builded.

Composition is the correct distribution of space within a rectangle. It is, in fact, designing, although the objects used may be conventional lines, trees, figures, etc., a design is held, concealed, however, to the untrained eye, but to the initiated recognized at a glance and of more or less interest according to the skill with which the problem is handled. Composition is the skeleton upon which the objects are hung, as beads are strung on a string.

In the hands of the student is placed a rule which gives him a command of arrangement, a correct distribution of parts.

The application is infinite for it is not confined to pictures and ornaments, but to the arrangement of a room, the design of a garment, the trimming of a hat, the arrangement of a bowl of flowers. There is always one way that is best of all and the laws of composition gives the key.

Our modern artists are scientists and mechanics as well as poets. Every object, every mass of light and shade has its place and purpose; every fold and every sweeping line making for balance and equilibrium, a geometrical foundation or frame work supporting the construction. One soon learns, through the works of our modern painters and illustrators, with just a little guidance from a competent teacher, the system of these underlying laws.

It has the effect of a revelation and at once arouses interest, leading to continuous analysis of the elements composing pictorial effort, this interest, in itself self-educating, giving a command of the laws that govern picture building.

The writer considers the study of composition in pictorial art as one of the most important factors in education, a branch should be taught in our schools, aside from drawing and color, because it opens the mind to realities; and effecting every activity that corresponds to the esthetic side of our daily life.

It has an economic and ethical value for it is discriminative, and the discriminating mind is always an economical mind, because it is cultivated and not extravagant. Its choices are built upon truth and therefore sound and lasting. As a result this attitude of mind is reflected in every detail of the daily life.

No study is of any value unless it affects the consciousness and makes for truer living and finer choices. The eye that sees dresses its environment appropriately, and be it rich or modest, the combinations are ever harmonious.

Drawing is different, for now we take up the technical side. The human figure is best to study from because it gives a standard of measurement.

The student is taught to register proportions by measurements and the correspondence of parts: correct posture and foreshortening, by angles and connecting lines.

This is one more surprise—the arrangement of angles and triangles, one fitting another like a mosaic, the whole giving an absolutely correct drawing of posture and proportions.

Passing from outline to relief, the simplest form is direct light and shade. We see objects as three dimentional and it is the outline of shadow that presents this aspect. No matter how complicated the subject there is always a line of demarkation where the shadow meets the light.

A careful study is made of the outline, then a line marking the direct path of the shadow, then a flat tone laid over the area in shadow. Or, the method is reversed, a grey paper being used and after marking the plane of the shadow, laying on a flat tone of light to meet the shadow line. Or a grey tone paper, with a flat tone of white and a flat tone of black to mark the masses.

Where the three tones are used—white, black and grey—the previous knowledge of composition comes in very valuable, as we see so skillfully demonstrated in many Japanese prints.

Perspective is a branch that is easily acquired through the various text books on this subject, and in most minds is related alone to architecture and out-of-doors. But perspective has its place in still-life and the figure, also in color when it is called "values." In still-life perspective is registered by correspondence and comparison; in the figure—as in foreshortening, as said before, by means of angles and triangular spacing.

For example, the angle made by the line of the head and the line of the shoulder, with an imaginary line from the top of the head to the round of the shoulder, not only gives the proportion, but the poise of the head and the sweep of the shoulders. The angle and space between the body and a foreshortened arm, if considered as a form in itself, gives the perspective of that member.

Training in this way has, also, another value, that of creating design, no matter what the material used, every angle being considered as a form and depending for its power and force upon the corresponding angles touching its boundaries.

This may sound vague and ambiguous to the uninitiated, as most text books do, until the reader grows up to them, but the analysis of the master-works of a few workers under competent direction will clear the mental field for action as loads of literature on the subject can never do. And whether one cares to go very deep into the study of art or not, these rules are invaluable, aside from demonstration and experimental effort. The hidden meaning of good work is revealed by the application of these rules; and they are as necessary as the rules of music, poetry and architecture.

When we come to the study of the head and figure, all these rules apply, but in addition a certain amount of anatomy is required, the knowledge of the skeleton and muscles the external markings of the underlying character. The students trained eye notes the play of the muscles and makes a record. This knowledge is scientifically demonstrated in the head of the Mona Lisa, aside from all the twaddle that has been heaped upon this interesting canvas.

The student who approaches the work as an investigator and scientist as well as a poet, will save years of floundering and mental drifting; and as he develops he makes for simplicity and power.

Today our great cry is for efficiency. And efficiency is only obtained—in every line—be it the arts and sciences—business, politics, ethic or morals, by the elimination of superfluous detail and surface embellishment, considering only the fundamental laws underlying all form, and the essential principles that present form to the eye. We have the privilege to decorate and embellish according to our personal taste, but all tasting work must rest on permanent and sound foundation whose government is law.

* * *

Skinum—I want to interest you in a mining proposition. It's a good thing.

Flubdub—Perhaps it is, but I'm not.


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## Editorial

### Text Books

The progressive State of Kansas has enacted a new State law on the adoption of text books. The old law made it compulsory for the text book commission to publish its own text books. The new law just passed provides for the adoption of books of publishing houses when it is impossible or impracticable to print or publish. This is a step in advance of the old law which required the printing and publishing of text books even if the grade of the work and printing were inferior in quality.

### John MacDonald, Editor and Owner

All great editors, with few exceptions, have had the word owner written after their names. The editor who has a real message for the people must not be subject to a corporation, an association, an advisory board, or a mortgage. The editorial opinion that is worth expression must be free from all entangling alliances. We have an example of free opinion in the editorial work of John MacDonald of the Western School Journal of Kansas. Here is the way he attacks the fad for fatal statistics of defective children: "Some statistician tells us that 60 per cent of the children of our schools are defective. We would go further than that and say that one hundred per cent is defective which is another way of saying that the entire human race is defective."

* * *

### A Standard Course of Study For Normal Schools.

If the bill which passed the Senate making a uniform course of study for normal schools, becomes a law it will be a decided step backward. The San Francisco normal school is doing individual work. The graduates of the school are making remarkable records for successful teaching. Dr. Burk of the State normal school in carrying out his educational work has antagonized the University of California, and the other State normal schools. However, those who are opposed to Dr. Burk admit that the graduates of his school rate high as efficient teachers. The proposed law kills the opportunity for the development of a great individual institution and provides the dead level mediocrity and a system of education that compares favorably with the efficiency of the lock step in use in the penitentiaries.

### Tinkering

The Bureau of Education of Washington, D. C., is sending out numerous circulars of the new school laws proposed in various States of the Union. Tinkering, tinkering everywhere. There is no State in the Union that is really reorganizing its school system on a fundamental basis. The tinker improves the old tin bucket, perhaps. What we want is either pure social democracy in our school system, a great paternal system of education, the government looking after the child from its prental period to its maturity and death, or else we want the great individual system based upon the survival of the fittest, artificial rewards, competition. To hell with the weak, and a crown and a club for the strong. In the meantime we hear the ring of the hammer of the tinker. The legislators have not adjourned.

* * *

### War

Alice Park, who writes that she has always rejoiced that the editor of this Journal has condemned military drill in schools, and now regrets that we see some good in the physical training side of the military drill. Alice Park sends the Journal a very able article by Dudley A. Sargent of Harvard University, making a definite, convincing statement that military drill as a physical exercise does not meet the physiological demands of the body. It does not tend even to make one erect or graceful.

### School Administration

Horace M. Rebok, J. J. Morgan and E. W. Lindsay have submitted a vigorous argument for Senate Bills 1016 and 1017. The bills provide for tenure of school administration officials.

2. Provides for election of teachers, principals and superintendents and defines the relations of board of school trustees to teachers, principals and superintendents.

3. It emphasizes the right of the State to follow not only the honest use of school money, but the efficiency of school administration.

4. To create a State Board of Appeals.

We must frankly admit from the viewpoint of the teacher, principal and superintendent that the bill should be enacted into law. The arguments offered by Supt. Rebok, and the committee are sound, easily understood and convincing. Take the following illustrations for example.

When teachers feel that they can fly over the heads of superintendents and principals directly to the members of the board of education for political protection, there can be no standards of professional conduct and no standards of efficiency, and the school becomes a mere political institution to furnish jobs for politicians in the school department. A city superintendent in California in whose department there was a small high school and whose board of education assumed the political control of the schools and denied the professional right to the superintendent to recommend teachers found himself a few years ago at the opening of school supplied with four Latin teachers to teach one class in Latin and no teachers for mathematics, science or history. The superintendent through his principals, is the only person in a school department who can know the exact needs, educationally, socially, personally, of any particular position in the school department and he is the only one who can carefully and methodically select the individual among all the applicants who seems best adapted for any particular place. It has been frequently stated by men of broad educational experience that the entire school system of this State loses about twenty-five per cent of its efficiency because the sons and daughters of the business friends of members of school trustees and boards of city education are given a school at home as soon as they are graduated from the normal school, or university, and without regard to their particular qualifications or adaptability to the position which they are to fill. Twenty-five per cent loss in efficiency is not only a waste of hundreds and thousands of dollars, but it is a tragedy in the lives of hundreds of thousands of children.

"The superintendent wants the right of recommending the teacher—he is trying to usurp the power of the board of education," so said a prominent business man in a certain California city among a table of friends on a recent occasion, and after criticising the superintendent to his heart's content the conversation drifted to other matters. It so happened that a prominent school man sat at the same table, but his profession was not known to the business man, and before the meal was over the business man talked very freely and enthusiastically about the success of his own business. He was operating a manufacturing plant. He told his companions that he employed some fifty men. His board of directors had been so well satisfied with his management that they recently increased his salary. In fact, he took this occasion to let his friends know.

Finally the school man took hold of the conversation and it thereafter ran something like this:

"Did I understand you, Mr. Smith, that you are the manager of ——— works?"

"Yes, I have now been their manager for five years."

"How many men do you employ?"

"I now employ fifty-two men."

"And your plant has been entirely successful?"

"We have had a fine record since I took hold of it. The board of directors gave me full control and they are so well satisfied with results that they recently increased my salary."

"Pardon me, Mr. Smith, but did I understand that YOU employ the men?"

"I certainly do."

"And does not the board of directors elect your employes after you have recommended them?"

"No, not at all. That system does not work in business matters. I must have men fitted for particular jobs. I need men of knowledge and experience in what I want them to do, and if they do not fit the job, I kick them out and get somebody who will. My board of directors expect results and that is all they care for. They leave the rest with me."

"Well, Mr. Smith, you will pardon me. I don't mean to be at all personal in this matter, but did I not understand you earlier in our conversation to condemn the superintendent of our schools for asking the privilege of recommending teachers to the board of education?"

"W-e-l-l, y-e-s, I did say something of that kind."

"Did you not say that he was trying to USURP the powers of the board?"

"Perhaps I did. I have been hearing a good deal of talk of that kind lately.

Coming to think about it, perhaps his job is a little like my own. Maybe these criticisms are not fair."

"Yes, Mr. Smith, frankly they are entirely unfair and as a school man it hurts to have a business man of your standing repeating the idle and senseless talk about school superintendents usurping the power of boards of education. The truth of the matter is they never have had anything like the power that is given to you and the manager of commercial institutions and they do not ask so much. They simply ask the right to recommend to the board the educational experts who are expected to supervise the schools and the teachers who are absolutely necessary for the operation of such schools as wise and kind parents desire for their children."

Smith reflected on the situation a little and, not having any direct business political interest in the management of the school department, was big enough and broad enough to admit that the superintendent was right and that he should have his support in the demand for greater freedom and increased efficiency.

In the following quotations Supt. Rebok hits at the fundamental philosophy of the bill:

The whole issue involved in these administrative bills is a question of individual philosophy and belief. If one believes in the philosophy of Aristotle, "That it is the duty of the State to accomplish every worthy end which it can reach better than private enterprise can do so"; and, if one believes that John Stuart Mill that "In matters of education the intervention of government is suitable because the question is not one in which the interest and judgment of the consumer are a sufficient security for the goodness of the commodity," he should have no difficulty in reconciling his philosophy and believes with the provisions for responsible school administration made in Senate Bills 1016 and 1017.

We frankly admit that we are not convinced that Aristotle and Mill had in mind Johnson's progressive administration or the modern commission plan of government in their boost for State control of education.

We have not been able to dig a trench deep enough to divide the political teacher, principal and superintendent, who believes in professional ethics "Hands off Experts," appointments on merit, institutional prestige and tenure from the political teachers, principal and superintendent, who believes in holding their jobs by frankly admitting that political, institutional pulls and personal friends and neighbors shall have first call on positions, provided, they are legally qualified under the law for such positions. "Clackers for cheap politicians" may be on either side of any administration problems. Let us face the situation, that eighty per cent of the people are trying to be efficient, without regard to law, and the laws, are for a very small minority. Public sentiment for tenure for the superintendent to select and recommend teachers, for centralized State control of educational administration problems is so powerful, that Senate Bills 1016 and 1017 will meet with the approval of the people. If not enacted into a law in 1915 then in 1917, these bills or similar ones will meet the approval of the State Board of Education, Legislature and Governors.

## Education Notes

The Frye Geographies were adopted in Virginia for use in all the schools.

* * *

Miss Blanche Vance, wide awake, and brilliant teacher of the Los Angeles school, has been spending several weeks at Sacramento in the interest of the regular grade teachers.

* * *

Miss Louise Bray and Alice Rose Power were appointed a committee of two by the teachers of San Francisco to appear before the Educational Committee of the Senate, and present arguments in favor of making no changes in Section 1687 of the School Law.

* * *

Great interest was taken in school elections in various parts of the State. The question of economical management of the school funds entered into many of the contests.

* * *

The National Educational Association will meet in Oakland from August 16 to the 28th, 1915. There are 663,829 teachers in the public schools of the United States and they are all expected at the Oakland meeting.

* * *

Edward Hyatt, superintendent of public instruction, has issued the March number of the Blue Bulletin. The principal contributors are Edward Hyatt, Will C. Wood, Margaret Schallenberger and E. R. Snyder. Copies will be sent free on request.

* * *

Allison Ware is at work on a model rural school, and has plans for a building to cost $3,000, by the State Architect, and is arranging to make it the most complete educational building of the kind in the world.

* * *

The State Board of Education has placed 290 teachers on the pay roll of the retirement salary fund. The teachers of the State on the $1.00 per month pay in nearly sufficient to cover the total expense. The $150,000 received from the inheritance tax is put in bank for the future. During the past year five of the annuitants died, and four returned to teaching. The retirement salary law is the greatest uplift the teachers of this country has ever received, and the teachers should always remember the names of Louise Bray, Agnes Regan and Alice Rose Power and Margaret Burke for the efficient services rendered in securing the enactment of the law.

* * *

P. G. Holden, director of the Agricultural Extension Department of the International Harvester Company, has been appointed chief of award of the Exposition for the Department of Social Economy.

* * *

That the trend of modern education in the high schools of California is changing away from classical to practical courses is shown by figures compiled by Will C. Wood, commissioner of secondary schools. These figures were gathered for the Legislature, which is threshing out the question of free text books for high schools. In the 255 high schools of the State, sixty-four are beginning Greek; fifty-eight are reading Xenophon, and thirty-five Homer; total, 157. But 467 students, or three times as


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5. Some of the selections are to be dramatized.
6. Pupils are required to summarize.
   These are also exercises that cultivate ability to think.
7. Some selections are to be used as models for supplying endings to half-told stories.
8. Tales similar to some of those given are to be told.
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many are studying household chemistry, 737 are learning agriculture and 885 are studying manual training, although not all the high schools are giving these studies. Other figures are given as follows to show the modern tendency to take practical studies: Latin, beginners, 6,996; bookkeeping, beginners, 6,850; Latin, all students, 5,323; shorthand, an optional subject, 5,272; French, 1,808; domestic science, 1,871; German, 2,472; Spanish, considered by many as particularly important to Californians, 4,840; physics, 3,391; chemistry, 5,832; music, 4,446; history of art, 580; mechanics, a new study, 11.

* * *

Fresno State Normal is making an effort to avoid second hand air by a system of outdoor schools. The Edison School in San Francisco has a fine open air school, and everywhere in the State new improvements for open air for school children is being arranged.

* * *

The Standard Commercial School at the Palace of Education is a great success. Mr. Lever is to be congratulated, also the Palace of Education.

* * *

Supt. W. T. Walton of Tulare, has resigned. Mr. Walton has been a very progressive superintendent and built up the schools of Tulare and given them a reputation for efficiency.

* * *

Supt. Magee, who is in charge of the educational exhibit of the Philippine Islands at the Exposition, has just arranged for fifty new teachers for the Islands.

* * *

It is reported that there will be many changes in school positions this year. The Coronado High School, the Los Gatos High School, the Half Moon Bay Union High School, the Tulare High School, are among the vacancies noted.

* * *

E. O. Vaile, the prominent educator, has given much study to training children to grasp thought in what they read and offers a lecture, illustrated by slides, or preferably a series of three or four illustrated class-talks, on training children into the habit of being wide-awake and having their wits about them when they are reading. His illustrations are types of exercises which have stood the test of thorough trial and which teachers appreciate. The children enjoy them and unconsciously acquire the habit of reading with closer attention to the sense and with more self-reliance. They get a new sensation and learn to realize when they "know" and when they do not "know," a first step in true education. Mr. Vaile refers by permission to Mrs. Ella Flagg Young, superintendent of schools, Chicago, and Mr. J. F. Millspaugh, president of the State Normal School, Los Angeles, California, as to the practical value and stimulating effect of his lectures or class-talks. Managers of summer schools and of teachers' institutes and associations may find advantage in securing his service. His address is Oak Park, Illinois. His lectures on reading contain no reference whatever to simplified spelling though he is glad to lecture on that subject when desired.


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16. The Revolutionary War 1775-76
17. The Revolutionary War 1776-77
18. The Revolutionary War 1777-81
19. Results of the Revolutionary War 1783
20. Western Land Claims, Territorial Organizations
21. Louisiana Purchase. Florida Purchase
22. Explorations in the West
23. War of 1812
24. The Missouri Compromise
25. The Republic of Texas and the U. S. in 1837
26. The Northern Boundary of the U. S.
27. The United States in 1846
28. The Mexican War
29. Results of the Mexican War
30. The Compromise of 1850
31. The Kansas Nebraska Act
32. The United States in 1861
33. The Civil War 1st Year
34. The Civil War 2nd Year
35. The Civil War 3rd Year
36. The Civil War 4th Year
37. Indian Wars
38. The Spanish-American War
39. Acquisition of Territory
40. Admission of the States
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44. The Panama Canal

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# SOUTHERN PACIFIC

***The Exposition Line—1915—First in Safety***

In the present issue of this Journal, we wish to call your attention to the second article by Mrs. Best on "Art and the Practical Method of Teaching Drawing and Color." A course of lectures has just been completed by her (given to a group of women from several clubs of the city) on "Science of Color and Its Relation to Economics," including the "Art of Dress," "House Decoration," "Landscape Gardening," and "Domestic Science." The school conducted by Mr. and Mrs. Best will have a summer school in drawing and painting which will include the material embodied in these talks, and the study will be invaluable to all practical workers and teachers and all who are interested in the color and composition of the Exposition.

* * *

Wm. John Cooper has issued the proceedings of the California High School Teachers' Association for 1914, in a neat and attractive bulletin form.

* * *

Dr. Anne Nicholson, who has been text book assistant to the State Board of Education, will sever her connections with the Board on June 1st. Dr. Nicholson is the author of a speller which the State Board of Education has issued as a desk book for teachers. As a teacher in the San Jose State Normal School, as an institute lecturer, and as a progressive educational leader, Miss Nicholson has always been a success.

* * *

Ginn & Company are offering a prize of fifty dollars to any secondary school pupil in either high or private school, who will write the best paper of not more than two thousand words on the value of the Ginn & Company exhibit in the Palace of Education at the P. P. I. E. A visit to the exhibit is a valuable lesson on the methods pursued to turn out a creditable text book, showing the mechanical construction of a book, the care and labor, necessary, and the relative costs involved to turn out the finished product. The contest will close September 15th, and the prize will be awarded by a committee consisting of Harr Wagner, editor of the Western Journal of Education, Arthur H. Chamberlain, editor of the Sierra Educational News, and Selden C. Smith, Pacific Coast manager of Ginn & Company.

**The California Teachers' Association, Bay Section**

The California Teachers' Association was held in San Francisco and at the Exposition grounds from April 5th to 10th, inclusive. The following county teachers' institutes joined with the Bay Section making it one of the largest meetings ever held in the history of the Association: Alameda, Amador, Contra Costa, Madera, Marin, Mendocino, Merced, Placer, San Benito, San Francisco, Santa Clara, Sonoma, Stanislaus and Sutter.

The notable speakers from abroad included Dr. Chas. H. Judd, of the University of Chicago, Dr. William F. Foster of Reed College, Portland, Ore.; Dr. Wm. F. Bawden, U. S. Bureau of Education; Mary Antin, New York; Miss Mae Schrieber, Boston. Other speakers of prominence were President Benjamin Ide Wheeler, Dr. David Starr Jordan, Horace Rebok, Susan M. Dorsey, Dr. E. R. Snyder, A. H. Chamberlain, John Kendrick Bangs (humorist), Supt. Dr. Margaret Schallenberger, and Will C. Wood.

Supt. Roncovieri made a special effort to supply music and succeeded in furnishing a musical program worthy of the highest commendation.

The most interesting feature of the great meeting was the opportunity it gave to the many teachers to study the Exposition. The only adverse criticism was upon the acoustic properties of the Civic Auditorium, and the three dollar per plate dinner banquet of the Association at the Palace Hotel was a failure from the standpoint of attendance.

Mr. A. J. Cloud was unanimously elected president for the ensuing year.

* * *

## ACCESSIBLE BULLETINS AND REPORTS

The following bulletins relating to schools may be had free on application to Supt. Edward Hyatt, Sacramento, Cal.:

Bulletin 1.—Concerning high school textbooks.

Bulletin 2.—High school athletics.

Bulletin 3.—Official list of high school textbooks in English, Latin, Greek, French, German and Spanish.

Bulletin 4.—Official list of high school textbooks in history, civics, economics, mathematics, science, music and history of art.

Bulletin 5.—Rules governing high school certification.

Bulletin 6.—Descriptive list of text and reference books in physics and chemistry.

Report.—First annual report of Commissioner of Secondary Schools.

Report.—First annual report of Commissioner of Industrial and Vocational Education.

Report.—First annual report Commissioner of Elementary Schools.

Biennial Statistical Report Superintendent Public Instruction.

Information California School System.

Besides the above, the following bulletin, intended to help the teachers in the special instruction required of them, may be had by those who write a postal card request:

The Cigarette Boy.
What a Pity!
The Public Playground.
Reading Between the Lines.
A Word to the Wise.
California Schoolhouse for $500.
Congress of Health.
John Barleycorn.
Word to Teachers on Health.
Two California Neighbors.
Live Questions for Debate.
Conservation in California.

* * *

The election of Miss Louise Bray to the principalship of the Farragut School of San Francisco, by the Board of Education, will be hailed by the delight of thousands of grade teachers in the State of California. Her fight for the flat pension rate, and her unselfish interest in legislation to protect the regular teachers, has been one of the great achievements. The election to the principalship was a real surprise to her. All honor to a Board of Education that will select grade teachers without political or personal pull to an important position.

* * *

Under the new charter amendment, Alfred Roncovieri, superintendent of schools, is now a member of the city board of education. As a vote getter Supt. Roncovieri is a wizard. He was a member of the board of education before he was appointed to the office of superintendent. He therefore comes to the office well equipped by experience.


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APRIL 18, 1915
C. K. Binkley

Courage! To tap of hammer and swing of beam
A maze of steel and stone
With light upon it from that elder dream
Dream-like has grown;
And, set beside our glittering ways of blue,
Fair as the human spirit can make fair,
A realm of wonder that to music grew
Lifts bannered towers and palaces in air.

Courage! This brood of time, this earth-spawn, man,
Outreaching for a star,
How he groped, climbed, took sinew—leapt and ran.
(The way, ah, still so far!)
How, pigmy statured with the soul of fire,
He braves the Titan mother swing by swing,
There in that city built to man's desire
Read all compact in glamorous lettering;

And in high arch and tinted column and hall
Of garnered dream and deed,
In the barbaric splendor over all
Dim-lettered read:
"Ruin is not of earthquake, fire, or flood;
Babels of builded gold are not the gold;
No forward out of harmony with God;
No failure save the shrinking of the soul."

## Book Notes

"Victors of Peace," by F. J. Gould, published by Harper & Brothers, New York. The book is the companion volume of "Heroes of Peace," and is in all respects like it. Those young people who find pleasure or mental food in the "victories" of peaceful pursuits and commercial life, can have their fill in the productions of this author. There is among the stories of the book, also one lauding the eccentricities of Count Leo Tolstoi, who unquestionably was quite in accord with the theories of good will, and peace, and the brotherhood of man, and hence entitled to mention and a place in such a book. (F. H. O.)

* * *

"First Reader," of the New Sloan Readers, by Katharine E. Sloan, published by the Macmillan Company, 66 Fifth Avenue, New York; price 30 cents. The subject matter of the lessons in these readers is of primary interest to the child and closely connected with his daily life and experience. The first reader continues the method employed in the primer advancing by easy stages. In general the series is much like a number of preceding and contemporaneous readers, and is not blessed with new innovations.

* * *

"Modern Essays," selected and edited by John Milton Berdan, Ph. D., John Richie Schulz, M. D., and Hewette Elwell Joyce, B. D.; published by the Macmillan Company, 66 Fifth Avenue, New York; price, $1.25. The essays selected are from contemporary authors, the most able writers of the age, and many of them still alive. These essays were chosen not for what they contain, for the compilers assume no responsibility for the opinions expressed; but they were chosen because the author succeeded in saying forcibly what he wished to say. To know how to express an idea forcibly, so as to have it not only clear but convincing and interesting, is clearly desirable, but unfortunately not the usual result accomplished by the present composition courses of any schools.

* * *

"In the Land of the Head Hunters," by Edward S. Curtis, published by the World Book Company, Yonkers-on-Hudson, New York; price, $1.20. The intimate and sympathetic knowledge of the Indian's psychology gained by Mr. Curtis during his long years among the North American Indians, have well fitted him to produce this little book. The scene is laid along the northwest coast of British Columbia, and the southeast coast of Alaska, a portion but little known and whose Indian stories are comparatively rare.

The reader will undoubtedly be surprised to learn that head-hunting and ceremonial cannibalism were practiced in North America, but this part of the narrative is so skilfully handled that it is not gruesome. In fact, head-hunting is a mere incident in this saga of Motona, the great chief whose memory is honored during the great Winter Feasts.

The book contains a number of fine illustrations made from photographs taken by Mr. Curtis.

* * *

"Pioneers and Patriots in Early American History," by Margarite Stockman Dickson, published by the Macmillan Company, 66 Fifth Avenue, New York; price, 40 cents.

The stories in this book are all concerned with the great fight which our forefathers made for independence in the Revolutionary War. The author states rather apologetically that the stories are told not with a desire to emphasize the glories of war, nor to encourage any tendency toward militarism, but rather to arouse an interest in our early history.

The apology, it seems, is quite unnecessary, for when we reach the point where it is dangerous or even undesirable to review, and admire, and appreciate the labors and sacrifices of our forefathers, then, indeed, something has gone wrong with civilization's system in general, and humanity in particular.

The stories are all of that type that contribute toward the acquisition of a broad and fearless view, of existing circumstances, and are told with that vigor that arouses the desire to emulate the deeds described, and prove a worthy descendant of a worthy ancestor. (F. H. O.)

* * *

"The True Literary Map of the British Isles," by Blanche L. True; mounted on cloth; Rand-McNally and Company, Chicago; price, $6.25.

The value of geographic teaching equipment as an auxiliary in almost every department of education has been fully recognized. It is an invaluable aid to memory; it unifies, shows the relation of new ideas to known facts, and it heightens interest by presenting a picture. Above all is this true in literature and history teaching. The long-felt need for map equipment in these departments has been met by "The True Literary Wall Map of the British Isles," a production which unites the highest achievement in map construction with the broadest knowledge of the subject.

In this achievement in map-making the selection of names from the vast field of English literature has been accomplished by Blanche L. True, an American teacher of long experience and keen discernment. A keyed index on the margin enables quick location of every name made prominent by English writers, and which, of course, would not be found on an ordinary political or historical map.

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We will send on request catalogue and prices of above and sample of Desk Maps.
For teaching local geography use
Scarborough's Map of California.....Price $2.00
W. & R. New Relief Map of California.....Price $17.50
W. & R. New Blackboard Map of California.....Price $4.00
Fairbanks' Geography of California.....Price 60c
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## Funny Moments

### Good English

This is the form in which a boarding school lad is said to have answered his father's query as to his progress in grammar.

"Say, Dad, take it from me, grammar's my long suit. On the start off I was up against it hard. Couldn't get it thru my noodle with a gimlet. Fell down every time I went to class. Finally, I says to myself, kid, take a brace or you'll see your finish, and I began to study, believe me! Did I lose out on the final exams? Not on your life, sir. I was there with bells on. There was some class to the way I came out of the quizzes with a cold mark of ninety-five. Not so worse, eh? Can you beat it? You can search me how I did it, but—that's going some, ain't it? Now, when it comes to grammar, none of 'em's got anything on me, that's a cinch."

* * *

### The Final Authorities

Teacher—"Willie, give three proofs that the world actually is round."

Willie—"The book says so, you say so, and ma says so."

* * *

### Die Hoehere Tochter

Der Geographielehrer betritt mit einem Globus das Klassenzimmer. Gaehnend murmelt Edith: "Jezt kommt veider der Mensch mit der Velt, in der man sich langveilt."

* * *

Friend: Does your college boast of a football team?

Sophomore: No, we used to boast one, but we have to apologize for it now.

* * *

### When Greek Meets German

A Youth's Companion subscriber, jealous of the claims of the classic languages to superiority even in the length of the words the ancients could upon occasion invent writes thus:

"I notice that The Companion says, 'No man can compete with the Teuton in word joinery.' But what do you think of the following word that you can find in Liddell & Scott's Greek lexicon? 'Lepadotemachoselachogaleokranioleipsanodrim upotrimmatosilphioparomelitokatakechumenok ichlepikossuphophattaperisteralektruononptegokephalokigklopeiolagoosiraiobaphetraganopterugon.' The meaning is 'A dish compounded of all kinds of dainties, fish, flesh and fowl.' That is certainly an elaborate way of saying 'hash.'"

* * *

A Reno man tells of a murder trial in Nevada, wherein the defendant, formerly a barber, had been condemned to death. Just before the pronouncement of sentence the judge said to him: "You have the legal right to express a last wish, and if it is possible it will be gratified."

"I should like," said the prisoner, "once more to be allowed to shave the district attorney."

* * *

### The Danger

Dignified educators are never so much on their dignity as when attending the meetings of the department of superintendence. And yet they are very human as the following incident proves. Among the New Englanders who came to Cincinnati, last month, was a man who had never been West and who was much interested in the mountains. At one picturesque point in the Appalachians he insisted upon opening a window to get a better view.

Mr. Miles Holden of Springfield, who led the party advised him to close the window and keep his head inside the car.

"Never mind," said the superintendent, "I won't catch cold."

"No," said Holden dryly, "but the railroad company will make you pay for any damage you do to the iron work on the bridges."

* * *

### Handicapped

During a teachers' institute conducted by a certain professor, his wife gave birth to their first child. A colleague, a fellow instructor named Schmidt, the next morning announced the happy event in a rather jocular manner to the assembled teachers. When the applause had subsided, the blushing father, who was seated on the platform, shook his fist at Schmidt and remarked: "I'll get even with you!"

"You'll have to hurry if you do," replied Schmidt calmly, "I've got eight."

* * *

There is a Chicago man, quoted by the Tribune, who translated "Deutschland uber Alles" to mean "It's all over with the Dutch."

* * *

Little Girl (who has been sitting very still with a seraphic expression)—I wish I was an angel, mother!

Mother—What makes you say that, darling?

Little Girl—Because then I could drop bombs on the Germans!

"Hubby, this firm is advertising bathing suits 75 per cent off."

"Don't you dare buy anything as scanty as that."

* * *

"Sir, your daughter has promised to become my wife."

"Well, don't come to me for sympathy; you might know something would happen to you, hanging around here five nights a week."


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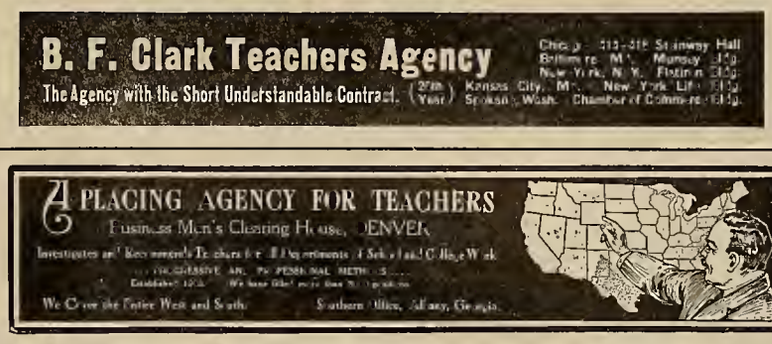


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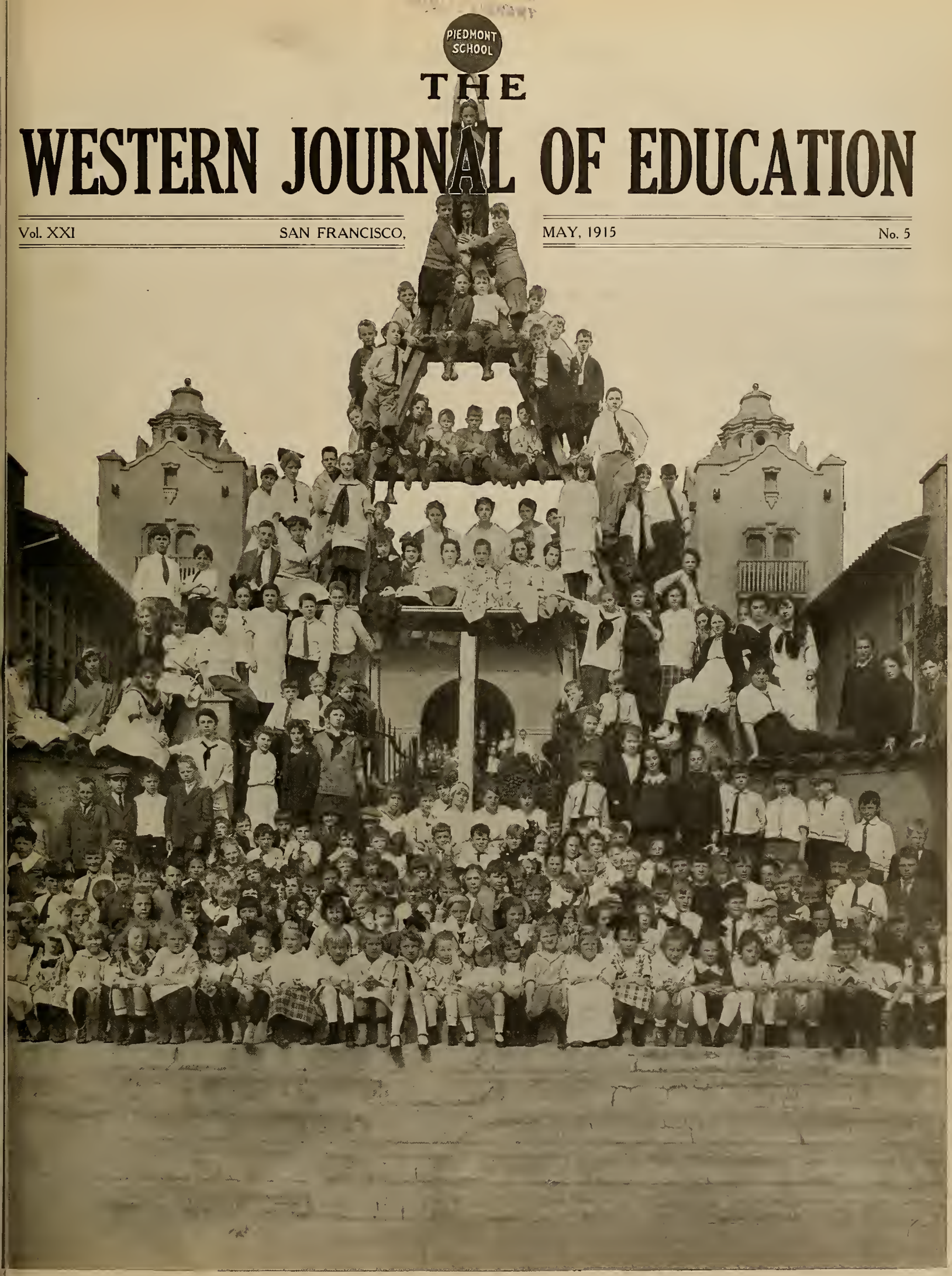
# THE WESTERN JOURNAL OF EDUCATION

Vol. XXI SAN FRANCISCO, MAY, 1915 No. 5



A CALIFORNIA TOWER OF JEWELS

MEETINGS

Bay Section the California Teachers' Association, A. J. Cloud, San Francisco.

National Educational Association will meet in Oakland in August 16-28, 1915. David Starr Jordan, President.

Northern California Teachers' Association, R. W. Camper, President; Williams, Cal.; Mrs. Minnie O'Neil, Sacramento, Secretary.

Central California Teachers' Association, Craig Cunningham, Madera, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, C. H. Covell, President, Redlands; J. O. Cross, Secretary, Los Angeles. Meeting for 1915 at San Diego.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Margaret E. Schallenberger, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, William H. Langdon, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, E. P. Clarke, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

# Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

### Suicide Every Day.

I found in a Los Angeles daily newspaper the following list for one month of people who tried to kill themselves. It seems monstrous, impossible, in a beautiful, prosperous, well-fed city, to which the whole world is continually invited. We weep and agonize over the misery of the people in Belgium, the unfortunates in Poland—and every day some fellow mortal in this one happy California city alone is driven to the last desperate extremity of self-destruction by misery of one kind or another! Can it be possible? Surely 'tis a tragic place, this world.

December 11—James F. Fifield; intoxication; shot.

December 11—Daniel M. Leary; domestic discord; poison.

December 11—John T. Lloyd; out of work; poison.

December 10—John W. Reid; debt; gas. (Alive.)

December 8—Mrs. Nettie Zetterberg; ill; gas.

December 6—James A. Thart; intoxication; poison.

December 2—Mrs. Ruth Brown; ill; poison; (Alive.)

December 1—Miss Lillian Epstein; domestic discord; poison. (Alive.)

November 29—R. F. Clagett; ill; poison.

November 29—Mrs. Hazel Francis; domestic discord; poison. (Alive.)

November 28—Edward Joehnck; ill; shot.

November 27—A. C. Graves; domestic discord; gas. (Alive.)

November 26—F. L. Davis; domestic discord; poison. (Alive.)

November 24—George N. Fuller; ill; poison. (Alive.)

November 24—Tomesaku Ikeda; homesick; strangled.

November 21—Owen E. Hollenbeck; ill; poison. (Alive.)

November 20—L. F. Nelson; ill; shot. (Alive.)

November 20—W. J. Miller; domestic discord; gas. (Alive.)

November 20—"John Doe;" ill; shot.

November 16—Patrick Morgan; domestic discord; stabbed. (Alive.)

November 16—Albert Bartz; ill; poison.

November 16—Herbert W. Lewis; despondent; poison.

November 15—Mrs. Gerald Richardson; domestic discord; poison. (Alive.)

November 15—Alberto Hernandez; domestic discord; poison.

November 14—John E. Lamb; despondent poison.

November 14—Robert Williams; domestic discord; poison. (Alive.)

November 14—Mrs. Ella Froman; ill; poison. (Alive.)

November 12—Finley W. Taylor; ill; poison.

November 11—Chris Christensen; out of work; shot.

Observe what a great number of them resulted from domestic discord. Isn't there something in this for us teachers to think about? People should be sweeter tempered and more easy going. The fierce competitions, the acerbities, the raspings, the struggles, the jarrings, the nerve worries of life are getting to be more than human nature can safely stand. Do our examinations, our gradings, our constant demands, our impatience, our everlasting nagging help it along? Remember—a family row at breakfast often means the coroner at supper time! One more unfortunate, weary of breath!

Is the world growing more tragic and gloomy or am I growing old and sour?

* * *

### Educational Bills.

Many letters are coming in saying, "Please send me at once all the school bills that passed." "Send copies of all the bills the Governor has signed," etc.

It is not possible to do this. The whole thing is in confusion yet and it will be a month before copies of the successful bills that have been signed by the Governor will be accessible. There will be digests of them published in the educational journals before we can get copies. This perhaps seems strange to you, but it would not if you were here. The Governor has thirty days leeway in signing them. The original bills in many cases were changed at the last minute before passage. None of them goes into effect until August.

We can write the result in regard to any bill you are particularly interested in, but cannot get copies as yet.

* * *

### Official Correspondence.

Some one asks what is the status of letters written to the state office as regards publicity.

In reply, this is a public office, conducted by public servants, and the letters that come in are a part of the records of the office. As such, they are public documents, unless there is some reason why their privacy should be guarded. It is our custom to treat a communication confidentially so far as possible, when it is so nominated in the bond—that is, when it is sent as a "personal" or "confidential" communication. Otherwise, if it is upon a question of general interest it is very likely to see the light in one way or another. It is the best plan, when you have something in mind that you don't want others to know, to refrain from writing it to anybody.

* * *

### Universal Tendency.

Remember that it is the universal tendency of officialdom to magnify itself, to complexify itself, to make two record books grow where was only one before, to make the bureaucracy constantly more complete, more stifling, more expensive, more ponderous. By and by the system will get you hypnotized so that you can not escape, can not see out of it, even. Now, while you are new and fresh and see clearly, now is the time to cut out useless official red tape. Probably in most cases from one-fourth to one-half of your office work is better omitted than done. Look at it. Your greatest work is afield. A smile of encouragement to some forlorn youngster is worth a cord of useless record books plus a thousand official letters about nothing. Give play to your originality and don't be afraid of precedent.

### Your Own Power.

It takes some time for a new superintendent to appreciate his own powers under the law. He is likely to be oppressed by a fear of doing something not exactly prescribed in so many words and to slavishly depend upon somebody's Opinions, to be unwilling to act without being authorized by the district attorney or the attorney general or the judge or the state superintendent.

The fact is that very many points continually come up that are not settled by the law—many things that may be done in exactly opposite ways under the law. The superintendent is supposed to **do things** within his bailiwick, to push along the schools and assist the teachers and help the children to get their education. The law is intended to help and not to hinder this work.

* * *

### Do What Is Necessary.

Now the superintendent would best go ahead and do things that need doing in the way that seems to his judgment best, without asking questions or demanding opinions of any one. The functionaries who make opinions can not know as much about your particular case as you do. They are just as foolish, just as contradictory, just as unreasonable as anybody else. Their opinions may be right and may be wrong, may be upheld by the court or may be reversed. In fact the formal judgments of the court itself are not better—they are all no more than what some one happens to think about the matter at that time.

So go ahead boldly and do what is obviously the right thing to do, without worrying anyone else about it. That is what you are there for. If you are right, you'll hear no more of it. If you are wrong, some one will stop you. No harm will come to you because of it if you have been honest and square. If you want to do a thing, do it. If you don't want to do it, ask some one's official opinion. A legal opinion never dares to go even an inch beyond the plain, unmistakable letter of the law, and advises no action in case of any possible doubt.

* * *

### Country School All Right.

Oh ye of the rural schools, be of good cheer. Do not be downcast or discouraged, either teachers or trustees or children, more especially the **Children.** Don't you fret at the city youngsters having "superior advantages," at your missing the refinements of smart urban life, at your being big, clumsy, slow, rudely dressed, unable to catch on instantly to the intricacies of drawing, singing, athletics, tango stepping, fox trot, movie show and all the other froth that dances on the top of the current.

Your business at school is to eat and exercise and grow and perhaps learn a few handy things at the same time. You can do all that much better in the country than in the city. Very likely you grow bigger and redder and browner and stronger than your city brethren of the same age. Your shoes are heavier and your clothes not so fancy. You are accustomed to things outside your regular walk of life. Perhaps all this makes you feel ill at ease, clumsy, when you first enter another atmosphere. Possibly your feet are in the way and you don't know what to do with your hands.

But thank God for all of it! Fortunate you are to have larger bodies, stronger limbs, to serve you in time of need. Your self reliance, your readiness to take care of yourself under strange circumstances, your ability to stick to a hard task in spite of labor and difficulty, your expectation of having to work for what you get, will all serve you in good stead when you are in the real struggle of living. The froth that dances on the surface may glisten and attract the eye, but it cuts little figure in real life. Your country strength, freshness of view and habit of working will bring you to the front every time when you compete against the city-raised, either in school or in life. The hope of the nation is in the open country.

**Outdoor Auditorium**

The Fresno Normal School is as yet housed in temporary quarters—low buildings, of rough lumber, almost like sheds, built about three sides of a quadrangle. The space thus enclosed is sheltered from the winds. It is covered by a sod of Bermuda grass. It is protected from the direct sun by a large awning of canvas. It is seated by loose benches and folding chairs. It is, all in all, the most perfect type of the California outdoor auditorium that I have seen.

What could be more inspiring? The sky for a roof, over a soft, silent carpet of green grass, open to the free air, and to the gentle breeze, filled with hundreds of ambitious young men and women, alert and wide awake!

The little ringlets of the girls danced vivaciously in the softly moving air. The boys moved their chairs about freely to get out of the sun. The footfalls and the moving of seats made no sound. The speakers stood on the porch of a building, as a rostrum. The dull, sodden, drugged aspect of the stereotyped audience in a formal hall, with its second-hand air left over from last Sunday, was conspicuously absent. It was an ideal situation for conveying a message to Garcia.

I doubt not, however, that all these lucky people feel themselves ill used, abused, to be obliged to exist amid such rude, elemental, temporary conditions. They look forward eagerly to marble halls and sculptured palaces, ingeniously constructed at vast expense for hermetically keeping in the bad smells and keeping out the fresh air. But they will yet look back with joy at this good time in their lives when the world was young and eager and harmonious.

California is the place for the development of a distinct and characteristic style of outdoor architecture; and Fresno is the leader in it.

Banquet at Old Faithful Inn at Exposition, of California Federation of School Women's Clubs. Mrs. M. M. FitzGerald (president) 405 Fillmore St., San Francisco; Minerva U. Howell (vice-president), Stockton; executive board: Ella G. McCleery, Sacramento; Florence Stahl, San Jose; Mrs. Clara M. Partridge, Berkeley; Annie M. Keefe, Oakland; Agnes Howe, San Jose; Alice Rose Power (secretary), 324 Phelan Building, San Francisco; Zannette W. Potter (treasurer), 1415 Grove St., Oakland.

A Fine Example of an Open-Air School in San Francisco. The Edison School. Josephine Saunders, principal. Alice Rose Power, Miss Adele Harrigan and Cicily O'Connor in charge of the open-air classes

Frequently the Alfalfa Special Was "Held Up" Along the Roadside by Groups of Farmers Who Could Not Attend the Regular Meetings, But Wanted to Hear Prof. Holden's Talk

### Purpose of Agricultural Extension Department of International Harvester Company of New Jersey

Since the passage of the first Morrill Act in 1862, for the establishment of agricultural colleges in each State, investigation into scientific, industrial, and economic agriculture has advanced with tremendous rapidity in the United States. In the past few years thousands of experiments have been conducted in every State under thousands of different conditions, with soils, plants and animals.

Soil surveys have been made in nearly every State. Agricultural crops of every kind have received close study from our agricultural scientists, and volumes have been written on animal husbandry. With the science of agriculture years in advance of its practical application to the land, we realize the importance of a method of edution which deals more directly and comes in closer contact with the people who are tilling the soil. Having so deep a significence in our lives, the great need of education by personal contact is imperative. The most important problem is the application of these advanced and permanent methods of agriculture to the land. This can not be done alone by the distribution of printed matter. Realizing this fact, some of our colleagues have established agricultural extension departments, with a staff of field men in charge of a director, the duties of which are to carry the results of these investigations to the people who live upon the farms.

### Must Go To People

Because of a lack of funds to employ enough men to make practical field demonstrations, and to carry on other effective work essential to the functions of an agricultural extension department, a great part of the work has been done by the publication and distribution of agricultural bulletins, from the lecture platform, and through the farm press. These methods, of course, are all good and are not to be criticized. But they fall short of the great underlying principle of teaching—the principle of going to the people and helping them where they live and in their homes, with the problems which most concern their lives.

### P. G. Holden Conducts Work

The work of the extension department is conducted under the direction of P. G. Holden, the man who increased the agricultural efficiency of the State of Iowa by a simple method of seed testing which every man understood and could do. He is assisted in his work in the new department by a staff of advance men, campaign organizers, agricultural lecturers and writers.

No agricultural campaign is undertaken anywhere except upon request or invitation of the people living in the community where it is to be carried on. And the invitation is not all—the local people must show a spirit of co-operation and a willingness to help themselves. It is necessary also for them to secure the co-operation and assistance of the State agricultural departments, farmers' institutes, commercial clubs, granges, live stock and dairy associations, etc.

The work for the coming year will be even more comprehensive than that of the past year. Several thousand sets of lantern slides and lecture charts have been prepared covering various agricultural subjects. These will be rented to county and city superintendents of schools, colleges, institute workers, chautauqua lecturers, and others interested in the work.

The following figures show the work of the department, since its establishment in 1912:

**Summary**

Number of campaigns, 41; number of meetings held, 8,600; attendance, 1,187,000; miles traveled on railroads, 669,000; miles traveled by automobiles and buggies over country roads, 158,000; chart and lantern slide lectures, 2,000.

## A CONCRETE EXAMPLE OF CHINESE SCHOOLS

Nothing shows more conclusively that a new and better China is emerging from the ruins of the old, than the remarkable progress it has made during late years, along the lines of social improvement and education. The Palace of Education and Social Economy, in which China has splendid exhibits, is a good place for studying these changes. No person can go through the Chinese educational exhibits carefully without having greater respect for the civilization of this oldest nation in the world, and entertaining brighter hopes for the future of this youngest of all our sister republics.

### Tsing Hua College

All of the Chinese exhibits are generally attractive, but for the purpose of securing a definite conception of the progress of the new educational movement, nothing is more instructive than the exhibits of the Tsing Hua College, Peking. These exhibits are displayed in a separate booth near the southern entrance to the section assigned to China. Here is to be found a concrete example of the modern school of China.

This institution has been selected for the purpose on account of its peculiar history and position. It was built by the Chinese

Exhibit of Tsing Hua College at P. P. I. E.

Government both as an organ for preparing students for advanced training in American universities and also as a perpetual monument of friendship between China and the United States, arising from China's appreciation for American good will in returning a portion of the indemnity fund.

**A Well Selected Exhibit.**

The exhibits are both complete and well selected, showing practically every phase of student life and activities in that institution. In other words it has succeeded in carrying out its desire to convey to the visitors an idea of the school as a working unit in the Chinese educational system.

In the center of the room stands an art pedestal containing a collection of drawings made by the younger students. This attractive object rests upon a camel hair carpet, woven according to design—exclusively in Exposition colors—by one of the students. At the entrance to the booth is a set of folding frames containing pictures and papers showing the work of preventive medicine, hygiene, and physical culture at Tsing Hua. On the opposite side of the wall is another set of framed mounts containing mechanical drawings. Scattered all around the wall are short English essays written by beginners, some interesting statistical charts, and many pictures of school buildings and student bodies. Upon a double row of shelves are exercise books, laboratory notes, articles made in the manual class and collection of students' publications.

**The Training Is Thorough.**

The Tsing Hua College, being in its present stage a secondary school, does not pretend to give the most advanced courses, but it does make good its claim to give the students a well-balanced course of study and very thorough training. Visitors to the booth will perhaps be surprised at the uniformly high grade of students' work and the systematic training that the students are receiving not only for the development of the intellect, but also for the development of the body and for the encouragement of a proper spirit. We are told that the college is doing nothing at random, but has a definite policy for the attainment of definite results in all instances.

**A Promising Future.**

When we bear in mind that the Tsing Hua College was founded only a few years ago, the progress it has made is certainly remarkable. Credit must be given to Mr. Y. T. Tsur, the president of the institution, who is a graduate of Yale and Wisconsin. He is a source of inspiration to his students and a fitting leader to his comrades.

If the growth and success of the Tsing Hua College is typical of the whole educational movement, and the educational progress representative of the progress along all other lines, then the day is fast approaching, when, with a nation of efficient citizens, China will take a prominent place among the nations of the world.

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No Smarting—Feels Fine—Acts Quickly. Try it for Red, Weak, Watery Eyes and Granulated Eyelids. Illustrated Book in each Package. Murine is compounded by our Oculists—not a "Patent Medicine"—but used in successful Physicians' Practice for many years. Now dedicated to the public and sold by Druggists at 25c and 50c Per Bottle. Murine Eye Salve in Aseptic Tubes, 25c and 50c. Murine Eye Remedy Co., Chicago

## THE EXHIBIT OF GINN & COMPANY AT THE P. P. I. E.

Exhibit of Ginn & Company at P. P. I. E., Palace of Education

The exhibit of Ginn & Company, in the Palace of Education is noteworthy because of its artistic taste, its display, and its instructive value.

This exhibit is not a mere advertising feature showing rows of books or titles of books, nor testimonials, nor placards, nor any display that would show how many Ginn & Company books have been adopted by school authorities, or how well organized is the selling force of the publishing house. Instead the exhibit is an instructive feature of the Palace of Education, of considerable interest to the teacher and educator, and of more than passing interest to the public in general.

The exhibit teaches something of the work and labor that must be expended in turning out a creditable text book; something of relative costs necessary to turn out a finished product.

**A Comparison.**

There is a comparison of the cost of publishing a modern novel and of publishing a modern text book, showing the cost of the latter to be enormously greater and the selling price considerably smaller. That is one of the problems the text book publisher must face and the riddle is not easily solved in the face of the fierce competition existing among text book publishers.

Here, too, the visitor can learn of the wide research necessary in this line of publishing, especially in securing good illustrations, and shows the untiring efforts of Ginn & Company to secure the best talent in every branch. An insight into the manufacture of the text book from the manuscript to the finished article as it is illustrated here, is indeed instructive and interesting, and tends to give a broader and more appreciative view of the subject, not only by the teacher, but by the general public as well.

**A Collection of Rare Old Books.**

Of considerable interest also is the collection of rare old text books, more than a century old. They are interesting curiosities in one respect, and concrete examples of our advance and improvement in another. A reproduction of the New England Primer, printed it is believed about 1790, is given as a souvenir to every visitor. A glance through its pages makes one marvel at the difference presented by this reproduction and the primers now published by Ginn & Company for our schools. An enormous difference, both as to the printer's art, and from a pedagogical and literary point of view.

**An Invitation to Teachers.**

A special invitation is issued by Ginn & Company to the teachers of America to make the booth their headquarters, and use it to serve their convenience. Mr. M. G. Bishop, who has charge of the exhibit, is ready to give all information and proper explanations, and show the visitor moving pictures of the great Athenaeum Press at Cambridge, Mass., as it looks in action. The time spent in investigating the exhibit is a valuable lesson to every man and woman, and particularly so to every professional teacher and educator.

### NOTICE OF EXAMINATION FOR TEACHERS' POSITIONS IN THE SAN FRANCISCO SCHOOL DEPARTMENT

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco elementary schools will be held beginning Friday, June 11, 1915. For further information apply to Mrs. M. R. Norris, Secretary Board of Education, City Hall.

**THE CALIFORNIA SCHOOL MASTERS' CLUB**

This Club was organized about twenty years ago with Dr. Frederic Burk, Richard D. Faulkner and Frank Morton, the leading spirits. The dues are $2.50 per year. The membership limited, and the Club meets at special dinners quarterly. The above is the picture of a dinner given at Bergez & Franks in honor of Dr. Judd of the University of Chicago. Dr. Foster of Reed College, Portland, and Dr. Bawden of the Department of Education, Washington. J. W. McClymonds presided. The teachers will recognize readily many of the faces in the picture. Supt. G. W. Fricke, Supt. J. B. Davidson, C. W. Childs, Judge Crothers, Selden C. Smith, C. L. Bidenbach, Frank Morton, Principal Mower, D. J. Sullivan, Morris Dailey, Alex Lange, W. Hatch, D. R. Jones, etc.

## SCHOOL NOTES OF THE SEVEN SOUTHERN COUNTIES

Professor Baldwin reports that the following named places have sent to the Palace of Education, at San Francisco, Cal., most commendable motion pictures of their schools, and school activities: Imperial, El Centro, Holtville, Calexico, Santa Ana, Fullerton, Anaheim, Huntington Beach, and Santa Monica. Wonderful replicas have been reproduced of the High Schools situated as follows: Santa Monica, costing $500; Monrovia, $250; Manual Arts High School, at Los Angeles, $400; High School and Stadium at San Diego, $700. These will command the encomiums of the greatest experts in education, and will be a source of pride to the state.

Superintendent R. P. Mitchell, of Orange County announces that the school trustees' convention of that county is called for May 27. The following topics will be discussed: The Employment of Teachers, the Purchasing of School Supplies by the County, Problems of School Administration, and School Funds.

* * *

The annual meeting of school trustees of Riverside County was held May 12th in the manual training building at Riverside. Over sixty trustees from various districts in the county were present, and the program included addresses by Commissioner Will C. Wood, who discussed recent school legislation in California. Superintendent Wheelock of the Riverside city schools, whose subject was vocational and manual training in the schools, and County Superintendent Raymond Cree, who spoke in his usual interesting fashion. The sessions were held both in the morning and afternoon, and at noon a luncheon which had been prepared by the pupils of the domestic science department was served by them to the visiting trustees.

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Dr. O. B. Waite, who has been supervising principal of the San Jacinto schools for the past two years, has accepted the position of principal of the Hemet Union High School.

* * *

Bonds have just been sold for the school building to be erected for the recently-formed Oasis district, near Mecca in the Coachella Valley.

* * *

Graduation exercises at Sherman Institute, the government school for Indians at Arlington near Riverside, took place Wednesday evening, May 12th. Commencement festivities at the institute occupied several days, and many former students returned to the school for the annual events.

* * *

Principal V. Smith, who has been Principal of the Holtville Union High School since its organization, has notified his board that he will not accept the unanimous reelection that has been tendered him. Mr. Smith has the distinction of having organized and personally conducted one of the most remarkable High School orchestras of the state.

* * *

Principal W. T. Randall of the Brawley Union High School has been elected Principal of the Central Union High School at El Centro, Vice Principal M. R. Kerr, resigned.

* * *

Principal M. B. Hockenberry's (of Imperial Union High School) wife died recently. She had gone to the home of relatives in Oregon in the hope that she might be benefited.

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Imperial County has a number of new school buildings under construction. Some are being added to and others are contemplated.

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## REGISTRATION BUREAU FOR COLLEGE GRADUATES AT PANAMA-PACIFIC INTERNATIONAL EXPOSITION

Graduates of universities, colleges and normal schools, visiting the Panama-Pacific International Exposition are urged to register at the Standard Commercial School Exhibit, Palace of Education, where special facilities have been provided for the purpose.

The information on the registration cards will include name, college, state, year of graduation, temporary address in San Francisco and duration of stay in Exposition City. These cards will then be filed according to name, college, and state. The forty students who are taking a course at this living exhibit will be glad to assist at the registration bureau.

This plan will undoubtedly be the means of bringing about many a happy college reunion.

* * *

"What's become of the solitary horseman who used to appear in the first chapter of the novel, outlined against the horizon on the top of a hill?" "He is probably at the bottom of the same hill in an automobile with his engine stalled."—Puck.

## THE MILTON BRADLEY EXHIBIT

In the Palace of Education at the Panama-Pacific Exposition, the Milton Bradley Co. have a room that is well worth visiting. Aside from the fact that this room contains an excellent exhibit of the Bradley products, the Rest Room feature is something that appeals to one who has been "doing the exhibits." A special invitation is extended to visiting teachers to make this room their headquarters while at the Exposition. A place to meet your friends; leave your packages in care of the attendant; telephone your friends; write the home folks. In fact make yourself at home; the room is yours.

The growth of the Milton Bradley Co. in the past few years has been phenomenal. In 1860 the foundation for the business was laid by Milton Bradley, the space then occupied being not much larger than the exhibit room at the Exposition. Since then there has been a steady growth all through the years, till now the Bradley plant at Springfield, Mass., is the largest of its kind in the whole world. You can get some idea of the size of this concern and different goods manufactured, when you visit the exhibit rooms, at the Exposition. Here you will find the many devices and gifts used in the Kindergarten and Primary schools, including sewing, cutting, clay modeling, weaving, etc. Mothers will also find an endless number of educational devices for use in the home.

### The Art Department.

A good deal of space has been given to the Art Department of the Company. For over fifty years, Bradley's "Standard" water colors have stood the test, and 1915 finds them still in the lead. All of the decorations in the exhibit rooms were done with the Bradley Water Colors and Crayon, which include block printing, stenciling, water color painting, and crayon work.

The Company has recently installed at the factory additional machinery for making crayons to supply the growing demand of the schools for their product. The Bradley line of crayons can not be excelled.

Milton Bradley Exhibit

### An Invitation to Inspect Their Quarters.

Mr. L. Van Nostrand, Manager of the San Francisco office extends a cordial invitation to all interested in education, to not only visit the exhibit at the Exposition but also to inspect their new quarters in the Schwabacher-Frey Building, entrance, 20 Second street.

This concern has outgrown several locations in fifteen years and January of this year were again obliged to find larger quarters. The salesroom and offices are on the fourth floor, covering over 7,000 square feet of space.

The Company also has branch offices in Boston, Philadelphia, New York and Atlanta. Agencies in Chicago, Kansas City, Toronto and Liverpool.

Location of Exhibit: Mezzanine floor avenue A, corner 5th street.

## NEW CATALOG OF WESTERN PUBLICATIONS

With the intense interest now being displayed in Western literature there has been a large demand for catalogs of works by California authors brought out by California publishers. In response to this demand WHITAKER & RAY-WIGGIN COMPANY has just issued a very attractive and artistic catalog, which can be obtained upon request. It is the most complete catalog of its kind illustrated with photographs of their authors and contains a copy of "Columbus" by Joaquin Miller and verses by Herbert Bashford. On their list of authors are Joaquin Miller, David Starr Jordan, Theodore Roosevelt, etc.

Teachers, librarians and others interested in literature may procure a copy of this list of Western publications, which includes books for libraries, reference, text and supplementary reading, by addressing the firm at 776 Mission St., San Francisco, Cal.

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"Types and Breeds of Farm Animals," by Chas. S. Plumb, Professor of Animal Husbandry, College of Industry, Ohio State University; published by Ginn & Company, Boston.

This is the most complete book of its kind in existence. There are nearly 600 pages and from 300 to 400 illustrations. There are only a very few books on this subject of Types and Breeds of Farm Animals in existence, and this is one of the few books that treats of the Angora and Milk goats and many other interesting animals. Part I is devoted to the horse, ass and the mule; Part 2, to cattle; Part 3, to sheep and goats; and Part 4 to pigs. At the end of each division there is a page more or less, of reference books. These books are in the Country Life Education Series and teachers and others interested in animals should have this book in their libraries.

* * *

"Principals of Breeding," is a treatise on domestic animals and plants. It is written by E. Davenport of the University of Illinois, and published by Ginn & Company, Boston, Mass.

This is a book not only for students of agriculture, and colleges and experimental farms, but is useful for the practical breeder upon the farm. The table of contents is devoted to variations, causes of variation, transmission, undertransmission, correlation, hereditary, etc. The breeding of animals is discussed very thoroughly. This is a very complete treatise upon the subject and is an extremely valuable book. For full particulars write to Ginn & Company, 20 Second street, San Francisco.

The above is a cut of the beautiful new high school at Woodland, Cal., classed by William C. Bruce, of the American School Board Journal, as the finest example of the adaptation of classic architecture to a school building and exceeding every achievement of architects, who are practicing on the Pacific Coast. W. H. Weeks, of 75 Post Street, San Francisco, who has made such a splendid record in school work was the architect of this building.

**THE STANDARD COMMERCIAL SCHOOL EXHIBIT, IN PALACE OF EDUCATION, EXPOSITION**

By HARR WAGNER

The above picture represents the Faculty and pupils of the Standard Commercial School. Reading from left to right the Faculty is as follows: First row—J. Evan Armstrong, Clyde I. Blanchard, Emma J. Johnson, R. W. Decker, Alvin E. Pope (Chief, Department of Education and Social Economy), Manuela Velasco, Frances Effinger-Raymond of Gregg System of Shorthand, Sara Flynn of Palmer System of Writing, and David Lever (of Sierra Educational News), Manager of the Exhibit.

Taking the photograph consisting entirely of students, the names are as follows reading from left to right: First row—Edna English, Ruth Kork, Mae Powell, Edith Harrison, Amelia Gilligan, Elizabeth Morrison, Bertha Harmssen, Opal Turner, Lenore Bredull, Paula Ritter, Elvira Moretti, Isabelle Bishop; second row—Leona King, Rohilla Bennington, Margaret Walker, Bernice Walker, Mabel Newman, Helen Addicott, Ethel Sresovich, Elizabeth Gibbons, Mary Gow, Margaret Gustavson, Ruth Lampher, Ida Short, Fidelia Feliz; third row—Marion Pach, Louis Kork, Myron Close, Joe Lowrie, Percy Barrett, Walter Hall, Mark Kraus, Charles Jensen, Ernest Wilkins, Robert Trevey, Cecil McCabe, Max Fisch, John Lynow, George Backman, Carl Wood, Walter O'Brien.

The advisory committee of the school of the Standard Commercial School is as follows:

State—James E. Addicott, San Francisco, principal Polytechnic High School; J. Evan Armstrong, Berkeley, commercial department, University of California; C. L. Biedenbach, Berkeley, principal High School; Reynold E. Blight, Los Angeles, Board of Education; A. H. Chamberlain, San Francisco, secretary California Council of Education; A. J. McCloud, San Francisco, deputy superintendent of schools; P. M. Fisher, Oakland, principal New Technical High School; W. E. Gibson, Oakland, president Polytechnic Business College; B. S. Gowen, Bakersfield, principal Kern County High School; E. P. Heald, San Francisco, president Heald's Chain of Business Colleges; Charles L. Lewis, Pasadena, department of commerce, High School; Don E. Morris, San Diego, head of commercial department, High School; Lucile Smith, San Francisco, principal Munson School; C. C. Starr, Fresno, superintendent public schools; R. R. Stuart, Oakland, president business section, N. E. A.; George C. Thompson, Alameda, principal Alameda High School; H. O. Williams, Sacramento, principal High School.

National—L. R. Alderman, Portland, Ore., superintendent public schools; W. D. Anderson, Brooklyn, N. Y., Commercial High School; William Bachrach, Chicago, Ill., supervisor of High School Commercial Work; W. E. Bartholomew, Albany, N. Y., inspector Commercial Education, University of New York; F. R. Beygrau, New York City, head stenography department, Columbia University; C. E. Chadsey, Detroit, Mich., superintendent public schools; Irving R. Garbutt, Cincinnati, O., director, commercial department Woodward and Hughes High Schools; Frank J. Kirker, Kansas City, Mo., commercial department, Central High School; Chas. S. Meek, Boise, Idaho, superintendent public schools; E. H. Norman, Baltimore, Md., president Baltimore Business College; J. A. Pitman, Salem, Mass., principal State Normal School; M. C. Potter, Milwaukee Wis., superintendent of schools; A. J. Roberts, Helena, Mont., principal Helena High School; Clay D. Slinker, Des Moines, Ia., director of business education; W. M. Townsend, Columbus, O., principal High School of Commerce; J. M. Watters, Memphis, Tenn., principal commercial department, West Tennessee State Normal School.

On March 29 forty-two students began a course in commercial education at the Standard Commercial School Exhibit, Palace of Education, Panama-Pacific International Exposition.

These students were selected from various high schools after an elimination examination in English and arithmetic.

They had never had any of the commercial subjects.

Their ages vary from fifteen to eighteen.

Admission, tuition and supplies are free.

The instructors are specialists in their subjects and were the best that could be secured.

Each teacher is on a leave of absence from his or her university, college, high school or business college.

The purpose of the exhibit is to advance the professional standing of commercial education by correct methods of teaching, up-to-date equipment, thorough training and student-body co-operation and initiative.

The course includes Gregg Shorthand (English and Spanish), Rational Typewriting, Palmer Penmanship, Commercial Arithmetic, 20th Century Bookkeeping, Office Training, Applied Business English, Punctuation and Correspondence, Spelling, Public Speaking and Debating.

The school is on the south side of the main east entrance of the Palace of Educatsion and the buiness office is on the north side of the same entrance.

All students are in touch with real business in the office of the school.

Teachers should visit this school, to give it the constructive criticism your experience justifies, and to accept the hospitality of our teachers.

# Picturing School Activities

By Archie Rice

While directing the filming of the educational, vocational, and recreational activities of the country schools of Alameda county, to produce four reels for daily free exhibition in the Palace of Education at the Panama Exposition, I was requested to direct also the taking of artistic photographic views of the best of the county's school buildings, from which types might be selected for the architectural exhibit in the Palace of Education.

That experience in scurrying over the county in quest of live pictorial matter is not an adequate excuse, but it is a reason for my intruding upon pages ordinarily consecrated to more conventional discussion of pedagogical subjects.

G. W. Frick, serving third successive four-year term as superintendent of schools of Alameda County, which has 1,300 teachers and 45,000 pupils—County experience since 1879: taught in Castro Valley School 1½ years, Mount Eden School 3½ years, Hayward School 2½ years, San Leandro School 2½ years, Tomkin's School in Oakland 2½ years, then county superintendent 4 years (1891-95), principal Cole School in Oakland 12 years, county superintendent 8 years and re-elected incumbent

In the long ago, when my trousers were short, I began school and lingered briefly, with my trousers, in the old Lincoln school in Oakland. And then I betook myself and my trousers back into southern California and attended a country school with almost adult Indians, and later a town school where my trousers were daily dusted with more than one thrashing administered by a robust teacher who sought vainly to suppress my whispering loquacity.

Remembering what Oakland was in those early days and what the school disciplinary methods were in my boyhood, I have viewed the present school developments of Alameda county with keen interest.

Recently I went round to the Lincoln school, my first visit there since the days when the part of Oakland east of Lake Merritt was known as the town of Brooklyn, when the lake was all open to the estuary, when a dinky horsecare line ran lonesomely out to Berkeley and its scattered population of less than a thousand people in a forlorn pasture-land, when Oakland itself was a country town with a few horse-car lines and the squatty old Boggs Hotel its proudest architectural pile, when gypsy camps used to cluster near Lake Merritt by the weeping willows and terrify small children, because parents were freshly alarmed then over the eastern abduction of little Charlie Ross, whose disappearance is still a deep mystery, although his wealthy parents spent a fortune upon the search.

I found the Lincoln school grown to a modern brick building teeming with 800 children, 250 of them Chinese and probably the brightest assemblage of Oriental pupils anywhere in America, children of wealthy local merchants and sons of Chinese families in the old country sent hither to make swift development after a term or a year or so at the English language.

Where I had had to fight my way after school, for no reason except that I was a new boy and a little country jake and because after-school fights were the custom of the times, I have found modern Alameda county no longer running to fist fights. Primitive brutality has passed as a school habit in California.

When I went to school with big Indians our chief game was a war of stones and clods from behind the doubtful shelter of improvised brush forts set up at close range. We ran out to the edge to peg the enemy as he emerged for more ammunition or for a shot at us. And we got plentifully bruised. Because I was little and awkward I got mine early and often, until my father, as head of the school board, abolished that form of innocent amusement and exercise. But I still have scalp scars as evidence of my participation in "Indian wars." The biggest scar was inflicted by the biggest Indian girl. She playfully slammed me off the porch rail, and I landed crown down upon a conical rock that was firmly established ten feet below and there to make an impression. When they got me inside and the blood mopped off the children were delighted, not because I was still alive, but because school was dismissed.

During the recent tour of Alameda county, we filmed activities and scenes at nineteen schools, selecting those that had the features that would best make up the story of what these schools are doing in the newer fields of vocational training and in the more modern methods of diversified yard games and athletic pastimes.

Prior to eight years ago, when the present county superintendent, George W. Frick, came into office for what has developed into a third consecutive four-year term, there was not a domestic science course, a manual training shop, any school gardening in the county's schools. Those features have been added during his regime, and of those innovations the movie-reels have made record.

Of the still photographs taken for the architectural-prize contest among California's schools, there are half-tone reproductions illustrating these pages. The hope was to qualify with perhaps two, possibly three. Eight were finally admitted: both Piedmont schools, San Leandro, Hayward Union High School, Alviso, Centerville a small one-room school just east of Niles, and Mission San Jose.

Pictorially, the story of the county's school activities will play on the screen in approximately this geographical sequence, with the time allottment roughly indicated: Albany, 150 second; Emeryville, 90 seconds; Piedmont's Bonita-avenue school, 250 seconds; Piedmont's Lake-avenue school, 150 seconds; San Lenadro, 420 seconds; Hayward Union High School, 180 seconds; Hayward Grammar School, 240 seconds; Castro Valley, 100 seconds; Valle Vista, 45 seconds; Decoto, 180 seconds; Alvarado, 160 seconds; Alviso, 90 seconds; Washington Union High School, 250 seconds; Centerville Grammar School, 120 seconds; Niles, 150 seconds; Mission San Jose, 360 seconds; Pleasanton, 250 seconds; Livermore Union High School, 190 seconds; May School, 45 seconds. The total will be just one hour.

The range is from the eastern shore of San Francisco Bay back seventy miles into the interior, with schools and scenic effects selected for their value in completing the composite picture. Chapters in a book are roughly of equal length, but they are not of uniform value. Some little incidents necessary to the whole story may be quite brief. That is why the schools get varying time on the screen. In many of the smaller places it cost more in time and travel to get fifty seconds of action than it did at other places to get three hundred.

Those of you who do not visualize the geographical lay of Alameda county may better understand the district by a simple illustration.

Open your right hand. Keep the fingers and the thumb close together. Now lay that hand palm down on the table before you, the thumb toward you and the fingers pointing to the left.

Now part the index finger slightly from the middle finger, keeping all the other digits in flat contact.

Your index finger and thumb together form the San Francisco peninsula. The index finger-nail is the city of San Francisco, touching at its tip the Golden Gate and flanked on your side by the Pacific Ocean.

The narrow open space between your index finger and your middle finger is the lower arm of San Francisco Bay.

All the rest of your hand, from finger-tips back to wrist-bone, is Alameda county. The finger-tips and the outside edge of your hand are the county's boundary limits touching Contra Costa county.

The nail and back to the first joint of your great finger is the bay-shore urban district of Berkeley, Oakland, and Alameda. That comparatively small area has a city population of approximately 300,000.

Hayward Union High School—$65,000 building on great 13 acre athletic field grounds that cost $15,000, 156 pupils, 8 teachers, in community of 4,400 people.

All the rest of your hand, back to and over the knuckles and on to the wrist, is the suburban and rural part of Alameda county, with 60,000 people.

From the tip of your big finger back to the wrist-bone is nearly seventy miles. And along that range of territory the movie-record will take the spectator during an hour's run on the screen.

From the first joint of your middle finger back to the base of it are in sequence the towns of San Leandro, San Lorenzo, Hayward, Alvarado, Decoto, Centerville, Niles, Mission San Jose. The big knuckle is Mission Peak, a landmark on the low range that separates the bay-shore valleys from those out in the back country. Over in that valley next to your little finger and along back toward the wrist are Pleasanton and Livermore, and their surrounding regions of vineyards and grain-fields. Most of the rest of the county area is mountainous and deeply sculptured with outflow creeks that drain down through regions as yet sparcely settled.

Perhaps ninety-five per cent of the county's area is outside the three almost coalescing cities, and yet those three cities have practically five times as many people and pupils as all the rural area combined. Outside of these three cities are just fifty public school buildings, including three that are union high schools.

Oakland alone has forty-seven main school buildings. Nineteen of them are new and modern structures erected with four city bond issues, approximating nearly $4,000,000, voted during the past decade by the citizenry for new schools and augmented playgrounds.

A commission of experts, sitting twice a week for two months and without pay, was secured by the Oakland Board of Education three years ago to plan a general scheme of buildings and then recommend a supervising architect who would confer with various California architects and finally direct the completion of the plans.

The new buildings have been constructed with a view to possible future enlargement from original architectural units, so that any or all may be added to without marring the harmony of the design.

Playground areas have been generously provided for present and for future needs. Most of the downtown schools occupy a city block or more. Some of the newer buildings have even larger areas. The Lockwood school is upon a tract of eighteen acres, or about five city blocks. The remarkable new technical high school, which cost more than half a million dollars and has seventy teachers and fifteen hundred pupils, stands wide-spread and low and imposingly on an area of eight acres, which is more than two whole blocks in an average city.

In the new buildings simplex windows are used, so that by tilting them at the medial horizontal axis each room may be quickly converted into practically an open-air auditorium.

Assembly hall, stereopticon-room, neighborhood clubroom, library, kindergarten, nurse's room with bath, toilet rooms, teachers' rest room, teachers' lunch room, pupils' lunch room, boiler and fan rooms, with adjustable ventilation and automatically regulated temperature for each class room—such are the common innovations in most of the new buildings. In the grammar schools there are domestic science rooms and manual training rooms.

But it is only of the outside districts that this article has to deal, only with those schools that were either filmed or photographed, or both. Most visitors are somewhat familiar with the appearances and customs of the larger city schools. But very few have opportunity for a general survey of the remoter places. Some of the newer schools are so new that their pictures will now appear as novelties even to old residents who are familiar with much of the county's area.

The bits of reproduced film pictures, exact size, that flank the title of this article are cuts from the Pleasanton movie-record. One shows an old Chinese resident explaining to a note-taking class what he knows about the ancient adobe, now occupied by Chinese laundrymen; it is the oldest building in the town. The other shows the school, with its 300 pupils on the slope above the athletic field and seated in a group to form the capital letter "P," for Pleasanton, picturesque, pep, if you like, because the action shows them all enthusiastically waving.

For those of you who do not know much of the technique of the movie game it may be pertinent to explain that there are sixteen snapshot pictures to the second, and those sixteen pictures make one foot of reel. Each little picture is no larger than a postage stamp, and it must be clear and perfect in order to permit the gigantic enlargement that it gets when intense rays of light are sent through it and focused on a dense white screen. By the uniform rapidity of projecting the little pictures, at the rate of sixteen a second, the eye is deceived into seeing what appears as a continuously moving picture, whereas there are actual little cut-off pauses between the pictures.

When the pictures are taken more slowly, say eight a second, and then are given the standard projecting speed of sixteen a second, movement is greatly accelerated, and automobiles and humans can be made to do wonderful hustling over the landscape.

But no tricks were attempted with Alameda school children, except that slow speed was used in an insufficiently illuminated assembly room at Hayward. The resulting projection of that picture makes some of the study-hall students do little quick, nervous movements like children that have had buckwheat cakes for break-

May School—typical one-room, one-teacher school, 2½ acre grounds, cypress trees, in flat farming country seven miles eastward of Livermore—not one of these pupils has ever seen a city or ridden on a railroad

fast or are wearing heavy flannels in warm weather.

On a grassy level space behind the Hayward Union High School we assembled nearly nine hundred grammar school pupils and filmed them from the roof top, shooting down into a wildly animated HAYWARD formed of what looked like a juvenile army when it came there in long procession from the most populous country school in the county.

What of the personal products of the schools of the hinterland outside of the east-bay cities?

Do you recall the name William A. Langdon, district attorney of San Francisco, during the prosecution of the notorious graft cases after the great fire? He is now president of California's State Board of Education. For years before his entry into the legal profession he was principal of the grammar school at San Leandro.

Percy Long, now and for several elective terms, city attorney of San Francisco, is a graduate of the Hayward grammar school.

Doctor Daniel Crosby of Oakland graduated from the Centerville grammar school and afterward taught school; and his brother, Peter Crosby, an Oakland lawyer, went through that same scholastic and pedagogical training.

Superior Judge W. H. Donohue of Alameda county, graduated from one of the county's schools, later taught school, and was district attorney.

Louis Decoto, a South African mining engineer and graduate of the University of California, and his brother, Ezra Decoto, now assistant district attorney of Alameda county and a well-known alumnus of the University of California, are brothers who received their grammar-school training at Decoto, a town named after their father.

The late James Whipple, University of California football captain, and Alaskan mining engineer, was a graduate of the Washington Union High School at Centerville.

Paul Downing, one of the foremost hydro-electric engineers in the world, and his brother, Claude Downing, a banker of Berkeley, got their pre-college schooling in Pleasanton. Then they entered Stanford with its pioneer class, Paul playing on the varsity nine and four years on the varsity football team in four different positions, and the last year as victorious captain, and Claude playing on the first football team and on the first varsity baseball team.

San Leandro School—$70,000 building, W. H. Weeks, Architect, 2½ acre grounds, 620 pupils (including 18 nationalities), 18 teachers, in community of 4,400 people in famous cherry orchard district, with big cannery

J. W. McClymonds, who was city superintendent of schools in Oakland for twenty-four years, was, prior to that service, principal for seven years of the San Leandro school and was followed there by George W. Frick, now county superintendent of schools. San Leandro proved the stepping-stone by which McClymonds moved up to the city superintendency in Oakland, by which Frick advanced to the county superintendency, by which William H. Langdon went to the district attorneyship of San Francisco.

Other educational leaders in the back country have moved up into city positions: C. F. Gulick, principal of Oakland's Lafayette school, came from the Hayward grammar school; and so did William Greenwell, principal of the Lincoln school in Oakland; and H. C. Petry of the Grant school in Oakland. George Edgar, principal of the Franklin school in Oakland, moved in from Niles. W. D. Spencer, principal of the Fruitvale school, moved cityward after experience gained at Mount Eden; and Frank M. Carr, assistant county superintendent of schools, came on into the Oakland headquarters office eight years ago from experience at Mount Eden.

P. M. Fisher, principal of the great new technical high school, was county superintendent of schools and way back in 1879 taught in the little country school at Sheridan.

They develop themselves out in that back country, and then come on into the big cities to greater leadership.

Unless you can conjure memory to come and sit beside you and repicture some of the early scenes of Alameda county and its communities as they were you can little realize how great has been the growth and development of that section stretching back from the east shore of San Francisco bay.

Twenty-four years ago when Stanford University first opened and 559 of us went there as strangers to a new institution and to one another, the town of Berkeley was not so large as Hayward is today, and the University of California, although then more than twenty years old, had only about 450 students. Today Berkeley is a beautiful residential community of 56,000 people —some claim 65,000. And the University of California numbers about 6,000 students. What has happened to Berkeley in amazing growth of population and educational development is typical of all Alameda county, which stands today second only to Los Angeles as the foremost educational county among the fifty-eight in California.

New buildings, better facilities, larger grounds, more instruction for practical usefulness in life, improved methods, greater diversity of interests to arouse the juvenile mind that is groping for something that makes close appeal, more sanitation, raised standards of scholarship and of teaching indicate the trend of the evolution of this people.

Wider participation in playground games by both sexes, a gently developing understanding of the ethics of good sportsmanship that scorns to cheat and does not brawl or seek to mob the umpire, that is ashamed of the mucker in its midst—these are some of the tendencies that are making for a better citizenry than the old conditions would naturally produce.

At Albany, where 23 per cent of the popu-

Valle Vista School—on state highway between Hayward and Niles, 2 acre grounds—There are 24 of these one-room, one-teacher schools in Alameda County

lation are school children—the county average being about 12.5 per cent—we filmed big girls coming in rapid procession over a running high jump. At Emeryville a buxom girl daringly slid down the toboggan, standing up. At Decoto and at San Leandro the movie camera got girls swatting the ball, man-fashion and lining it out.

A new era has arrived when girls can do these things, and play tennis and do grace-producing folk dances as part of the physical freedom of their school development.

At Emeryville, at Decoto, at Mission San Jose, and way out at the little May school we filmed children working in their school gardens. And of that May school I was told that none of the pupils had ever been in a city or even ridden on a railroad yet.

At Hayward and at Centerville we put domestic science and cookery into the movie record. And at Alvarado and Mission San Jose and Livermore sewing and embroidery and dressmaking.

At Piedmont and San Leandro and Alvarado and Centerville boys were shown doing practical carpentry.

At Pleasanton Mrs. Phoebe Hearst welcomed some thirty note-taking pupils to her famous hacienda on the hillside of her valley-viewing country estate, and there they were filmed in scenes, in some of which the hostess herself appeared, she of western philanthrophy and for nearly a score of years now the one woman member of the board of regents of the University of California.

Thus to portray public schools as a movie theme is somewhat of a novelty. And to Alameda county, under George W. Frick's superintendency, perhaps belongs the credit of adapting this method of driving home the story so that spectators at the two great California expositions may learn of it and so that also the National Education Association may view it during the national convention of educators in August.

To direct professional or paid actors for movie action is a simple matter of issuing explicit orders and having them obeyed constructively. But to work with hundreds of exuberant or only partially attentive children, some of whom are inclined to pose rigidly and self-consciously, is a different problem.

For instance, look at the cover design, "A California Tower of Jewels." I went to that school at 8:30 in the morning, consulted with the four men who were about to construct the necessary scaffolding, telling them what I had in mind. At 2 o'clock in the afternoon I was back with a still-life photographer, for then the structure was ready. By 2:30 o'clock I began arranging the 300 children, the littlest first and down in front. But little folk wiggle and tire, and even these charming Piedmont children would not all stay put. By 4 o'clock the thing was ready, and the photographer made three rapid exposures. The preparations took an hour and a half for that grouping, working rapidly, but the actual picture was made in two-fifths of a second. I had to be careful and sure that no accident might mar the occasion.

Centerville School—$18,000 building, 3 acre grounds, pine trees, 207 pupils, 6 teachers, in small town center of rich agricultural valley

Some twenty years at newspaper and magazine writing, with an eye ever alert for the strange and the picturesque and the beautiful, and a personal experience at talking before nearly a hundred school, college, and convent audiences in California are back of the assertion I now make: That Piedmont group is uniformly the finest looking lot of children I have ever seen together anywhere. Particularly were there lovely little girls, and as sweet as they were good to look upon.

Piedmont is a hillside paradise of beautiful homes, made lovely with gardens and set for a commanding view down over Oakland and toward the Golden Gate and the fire-christened city off over there that is piled and ranked upon its forty hills, the least of which is higher than any hill in Rome or Athens.

They told me that the supervising principal of those two Piedmont schools is the highest paid woman teacher in the county schools. She is Miss Clara Crumpton, and the pay is $1,800 a year.

The highest paid man teacher in the outer districts is the principal of the Hayward grammar school. He is E. N. Mabrey, a Stanford graduate of a dozen years agone, and his pay is $2,700 a year. Under his leadership that school has assembled a worthy collection of 180 large framed pictures and 200 varieties of stuffed birds.

The average yearly salaries throughout the county are: Men teachers, in high school work, $1,753.40, in grammar school work, $1,583.90; women teachers, in high schools, $1,394.35, in grammar schools, $1,082.19. These figures imply ten months of actual instruction each year, which makes the monthly salary really one-tenth of the figures given; and that is a high average, measured against teachers' pay elsewhere.

The three union high school principals, far from the big cities, get these salaries: At Hayward and Centerville, $2,225 a year, and at Livermore, $2,000 a year.

There are twenty-four one-teacher schools out in the country districts, and their teachers are paid between $60 and $110 a month. Only three teachers receive so little as $60 a month. Five get $70. Three get $75. Six get $80. Two get $90. One gets $100. One gets $110 a month. But where they teach their cost of board and lodging is less than in the towns and incidental living expenses are relatively small. A major part of the salary can be saved.

It is not the bigness of your salary that signifies good pay, but the possible net surplus that can be saved each month, after deducting the necessary expenses of living

Alviso School—$4,600 building, 3½ acre grounds, 55 pupils, 2 teachers—showing old school at right—All the pupils are Portuguese, except two little Japanese

Pleasanton School—$35,000 building, 2½ acre grounds, eucalyptus trees, 331 pupils (including two lower high school classes), 11 teachers, in community of 3,300 people, with noted race-course, horse farm, and county's agricultural fair building off in front of school

the expected part in your chosen environment.

After the one-teacher schools there are five with two teachers, four with three, two with four, one with five, three with six (Decoto, Centerville, Niles), two with seven (Albany and Emeryville), one with eight (San Lorenzo), one with nine (Piedmont's Bonita-avenue), two with eleven (Livermore and Pleasanton), one with eighteen (San Leandro), one with nineteen (Hayward).

Throughout Alameda county there are about 1,280 teachers in the public schools and 44,560 pupils, 5,573 of them in the high schools.

In the one-room schools the range of attendance is from fifty-one down to as low as six and seven. The average is twenty-two pupils for the one-room district schools, but there are six that have fewer than a dozen children in attendance. Way out on the eastern edge of the county, where the great billowing hills are bare and uninviting and the population is made up of isolated farm homes, is the Mountain House School, with seven pupils.

In Alameda county high school attendance averages daily 83.4 per cent of the total enrollment. In the grammar schools the daily attendance averages 78.2 per cent of the enrollment. It costs the county $79.43 a year for the education of each high school pupil and $38.16 a year for each grammar school pupil.

Fifty per cent of the country teachers of Alameda county are graduates of state normal schools, the great majority having been trained at San Jose, with San Francisco normal a fair second. Nineteen per cent are university graduates, approximately nine-tenths of them having been trained at the University of California. Twenty per cent hold life diplomas as evidence of veteran and satisfactory service in the teaching profession. The remaining eleven per cent represent those high school graduates or those of other special training who have taken the county examinations and received certificates in various parts of California or have been accepted on similar credentials from other states. There are twenty-five men out in that great stretch of country, twelve widows, and 132 unmarried women, engaged in the teaching game.

Every year a great new crop of young teachers blossoms from the five normal schools of California, from the two big universities and from like institutions in other states. And they come wanting positions, seeking the places where life is most agreeable and the pay good. For such reasons Alameda county can command high qualifications in its chosen teachers.

Because Alameda county is so close to the western metropolis and the profits of its marts and commerce and because it possesses, at Berkeley, the University of California it is naturally advanced in educational ideals and in school equipment. Its people are close to examples of what good schools should be, and the productivity of the soil and its nearness to a ready market make attainment financially possible.

All able-bodied men are $2-a-day men from the neck down. But what they have in intelligence, in mental grasp, what there is to them from the neck up determines their added earning power in the world's worth-while work. And each generation is coming more and more to realize that men must be educated to keep the pace. "Poor folks have poor ways," and people that are poor in mind and mental development through lack of schooling must do the crude work of the world and take its smallest intermittent wage.

It was a pleasure to me to note what is being done at San Leandro. There is a great school of 620 day pupils and between 60 and 120 day-working night pupils, varying with the season and the chances for work. Eighteen different nationalities are represented in that school community of young citizens in the making.

That school has a large band that plays when school begins in the morning and again at noon. It has an efficient orchestra of girls and boys who play for the exodus at recess time. It has a school savings bank, in which the aggregate of little deposits the day of my visit was something more than sixteen dollars. It has an employment bureau, which then had more than forty prospective jobs listed for the boys of the school. It has an emergency hospital conducted by the pupils; woodworking shop and manual training; domestic science, cooking and sewing; folk dancing for the development of feminine gracefulness; general debating in which scores participate. It has an annual flower show of California wild blossoms. We filmed that, too. There were 444 varieties from thirteen counties, and scores of visitors came from afar to view the exhibition. It has an annual exhibit of all the things that the pupils have made or grown or developed at their homes—carpentry, needlework, pets of many kinds, flowers and vegetables.

And it is only a grammar school and a sort of miniature melting pot of the various races, smelting out the metals that shall make substantial citizens who can do useful things and be self-reliant in the processes of learning how.

Of course, there must be some resourceful and constructive mind back of it all. It is there behind the smiling, quiet personality of a youngish, mild-eyed man with a degree from the University of California. Guy Smith is the man that is doing all that work for constructive citizenship there at San Leandro. His pay is $2,000 a year. I would guess that such influence is worth

Ward School—one-teacher school in orchards, mile eastward of Niles, 1 acre grounds, English walnut trees along front avenue

five times that to the community, because every one has something to do, to interest him or her, and even the recess periods are filled with such diversified recreation that no children stand about moping or half dormant.

Remember what happened to McClymonds and Frick and Langdon, who held the principalship at San Leandro. They came up. And Guy Smith is a man that has yeast in his cosmos, and quiet energy to help raise the youth of the community with him.

Thus far only twelve of the fifty-eight counties of California have kindergarten departments in their public-school systems, and Alameda county is one of the twelve. The others are Fresno, Los Angeles, Orange, Riverside, Sacramento, San Bernardino, San Diego, San Francisco, Santa Barbara, Tehama, Ventura. Seven are in the warm southland, three in the great interior valleys, two on the edge of San Francisco Bay. Roughly that list embodies the present public-school leadership of California, as measured by buildings and methods of teaching.

In the country schools of Alameda county there are 5,939 pupils, and practically 55 per cent of them are boys and only 45 per cent are girls. There are 541 more boys than girls in those schools. The forty-seven grade schools have 94 per cent of the pupils and the three union high schools have 6 per cent. But while the boys predominate in the grade schools in the ratio of 6 to 5, in the high schools the girls are in the majority, in the ratio of nearly 5 to 4. At present fifteen of every 200 girl pupils are to be found in high school, but only ten boys in every 200. To express it concretely, there are seventy country boys that might be in high school, but are not. Why? To answer that is to solve part of the problems of offering interesting training for direct practical usefulness in life.

* * *

## A SCHOOL THAT WORKS

**Robert C. Binkley**

At San Leandro in Alameda County is an elementary school that has solved certain problems—certain parts of one problem, rather—in a manner that makes all schools its debtor, the problem, namely, of how to fit the school into life instead of into a mere course of study. It is not that the San Leandro solution is altogether new, for schools everywhere are groping toward the same ends; but here, to an unusual degree, everything is done easily, and everything works—not perfectly, but like life—as things in a school room, where growing lives are cared for, should work.

I felt the influence of the school before I saw it, or knew it was different from other schools. Meeting two little dark-eyed girls whose rounded cheeks and chin—less oval than the Spanish—made me think them Italians, an observation which their slight lips confirmed—I asked a few questions about the "lay" of the town. By all rules they, being foreigners should have been embarrassed or bold, but they were neither. They spoke with easy command and directness, and yet with a child-like confidence that appealed. I questioned them about their school; and to them it was a place of wonder indeed. But it was entwined at once with the home; it worked for the home and the home worked for it gladly. One child was growing a bed of sweet peas of the Spencer variety; there should be prizes for the best. The other was sewing aprons. Her brother was raising rabbits—he had one weighing fourteen pounds, which he expected to exhibit at the School Fair.

Later I looked in on the brother, a dark-skinned, 12-year-old boy, while he was feeding his rabbits. The operation of distributing their kale leaves, hay, and barley was like a business. There before me was the labor problem in process of solution, there was the satisfaction in his work which we like to see the man have.

While waiting for the principal I spoke with the school boy janitor and in him found the same youthful expertness, freedom and good sense. He used a suction sweeper which he said works; most of them do not. The boys had put on the redwood face of it and kept the engine in repair. Later I saw the children come in from the playground—620 of them—from the first to the eighth grade, without lining up, without marching, or display of any kind—without more noise and confusion than there is in life. By the time children in other large schools are lined up, these are in their places ready for study. And meanwhile they learn in a simple and direct way the principles of self-control.

Piedmont's Bonita Avenue School—$32,000 building, 2 acre grounds, cypress trees, 260 pupils, 12 teachers, in beautiful residential community of 2,375 people

Livermore Union High School—grounds entire city block, pepper and locust trees, 92 pupils, 6 teachers, in community of 3,850 people—Oldest of county's union high school districts—near town one of largest fuse factories in America and in town two well known nerve and drink sanatoriums

I learned afterwards that the spirit of co-operation between home and school, and the wholesome atmosphere so noticeable in the school itself have been built up mainly within three years by Guy Smith, U. C., '10, and an unusually sympathetic corps of assistants upon wholesome foundations laid by the former principal, Mr. C. B. Crane,

now of the Oakland schools. Mr. Smith came to San Leandro as Vice-Principal four years ago, filled with the enthusiasm of the student for his work, and with high ideals that made that enthusiasm worth while.

He aimed to develop in the pupil self-control, to have discipline from within rather than to be imposed from without. Then the school must be made a living force in the community. It must be fitted to community life. In a rural town like San Leandro, it must teach rural ideals, and by all means it must link itself with the home; and school and home together must work to build character.

Piedmont's Lake Avenue School—$28,000 building, 3 acre grounds, 150 pupils, 5 teachers, in hillside home community of 2,375 people

Centerville's Washington Union High School—6 acre grounds with athletic fields, English walnut trees, olives, oranges, palms, 117 pupils, 7 teachers

The new Vice-Principal was given no time to rust or fall into the rut. A little over a year later he became Supervising Principal. Here was his opportunity to harness up his enthusiasm and make his ideals work. He began with flowers. He had grown up in the country and natural beauty still had a powerful appeal to him. Then, too, in the hills behind the town, wild flowers grew in wonderful variety. Plans were laid for a wild flower exhibit. The children were interested. A world of beauty was opened to them. When the exhibit was held in the latter party of May, two years ago, it was a success. Over 425 varieties of wild flowers had been found, named, and exhibited. And meanwhile the children had been drawn from the streets to the open country, and the foundations laid for a living interest in the school. The idea grew. Flower seeds were distributed among the pupils.

The children began to raise chrysanthemums in their back yards. There were over one hundred contestants in the chrysanthemum exhibit in the fall. Hundreds of blossoms were from six to ten inches in diameter. Two other exhibits are held during the year, the flowers coming from the pupils' own gardens.

Home work of other kinds is encouraged. At the great school fair in May over 200 exhibitors submitted the results of work in rising vegetables, flowers, rabbits, chickens and ducks. Sewing, manual training and art also had their places. The idea is to help center the child's interest in the home rather than the street. The back yard becomes a place of interest and profit. The dissipation of mental and moral energy is prevented, for the interest is concentrated in the work. One father said, "I never could keep my boy at home before the school began this work; he was always on the street. Now he comes home and works in his garden."

Thus home and school go hand in hand. It works.

The town began to take notice. Here was a school that meant something to them. Everyone turned out to see the exhibit. I. W. Hellman, president of two great San Francisco banks, became interested. He gave the school a tract of irrigated land for the making of young farmers. The school had reached into the home and the home was glad to co-operate; the school fitted itself to the community and the community willingly responded.

A night school was soon established with the aim of helping to Americanize the foreign population of the nearby farms. The enrollment has grown to 62. Some of the men take such an interest in their school that they come evening after evening without supper. This is especially true in the summer when they must work in the fields till dark. Here again the school has found a place to serve the peculiar needs of the community.

With the idea of encouraging thrift, a school savings bank was established and an employment bureau for pupils over 12 years of age begun. Over 50 positions have been filled within the past three months, all with the principal's approval, for chores, care of lawns, and other healthy character-development work; and the money that the children earn is rolling into the school savings bank.

For the children that were not interested in home work other opportunities were opened. There is a school band and orchestra with individual instruction for the members.

There are also more common newer school activities, supervised play and folk dancing. There are large canneries near. There is need for a day nursery; help for it has been pledged. Other projects are developing.

When the school once goes out in good faith into the home and has the confidence of the home as a source of strength, it can do more than the old-fashioned self-centered school dreamed of doing.

* * *

## HAYWARD UNION HIGH SCHOOL

The following summary of the Hayward Union High School will be of interest to all those concerned about our educational institutions in California. It is a typical school. Frederick Perley Johnson, the Prin-

cipal was formerly County Superintendent of San Luis Obispo, and has a record in California of being one of the most progressive and efficient school masters. With an able Board of Education, with Mr. E. O. Webb as President, and N. P. Nielsen as Secretary, he has built up the Hayward Union High School in making a record not only for equipment, but for graduating pupils well equipped for the work in life.

The Educational equipment of the Hayward Union High School is as follows:

Grounds—12.3 acres, facing southwesterly on the Foothill Boulevard, with pleasant surroundings.

Building—Concrete exterior walls ground floor has lunch and bicycle rooms, Physics, Chemistry and Domestic Science; Domestic Science: has kitchen, dining-room, bedroom, bath-room, sewing-room, fitting-room and sewing lockers; furnaces, 3 for oil; toilets and showers, blowers for air and for vacuum cleaner. Main floor has an auditorium that seats 400, which is used for a study-hall, a stage with dressing rooms, seven recitation rooms, a lunch and rest room for ladys teachers, principal's office, with store room; a library, 191 individual steel lockers, with room for more. Upper floor has a drawing room with overhead light and north light, a bookkeeping room, with adjoining typewriting room, two outdoor study rooms; on roof, rain gauge, wind gauge and weather-vane.

Track—Five laps to the mile, with 120-yard straight-away.

Flag-pole—80 feet above ground.

Tennis Courts—Two, oiled rock surface.

Horse-sheds—16.

Lawn, shrubbery, kitchen garden, and flowers.

Regulation shelter for thermometers—minimum, maximum, humidity.

Teachers—9.

Clock System—Electric.

Pupils—125.

* * *

## EDUCATIONAL OPPORTUNITIES OF OAKLAND

From the standpoint of educational opportunity, Oakland is very fortunately situated. The city contains many churches and private schools of recognized merit, of both preparatory and college grade, and Mills College, the most widely known institution in the West, devoted exclusively to the higher education of young women. It is within a few minutes' ride from the University of California, the largest and one of the best equipped State universities in the United States, and but a short distance by rail from Stanford university.

Proximity to these institutions has insured a high standard of excellence in the Oakland public schools. Not only is the scholarship of Oakland pupils attested by the records issued annually in the reports of the examiner of schools to the president of the University of California, but in many offices, business houses, and shops, their efficiency has been tested.

The liberal spirit of the people of Oakland is fundamentally responsible for the school system which has been developed. Not only has the community sanctioned every progressive educational step advocated by the superintendent of schools, A. C. Barker, but with noteworthy civic pride it has voted bonds for the erection of buildings and the purchase of grounds until the district has acquired sufficient property in the crowded portions of the city to insure playgrounds and school sites for the future.

During the past ten years, nineteen completely new and modern schools and extended additions to sites and grounds have been provided. The cost of these buildings and the sites on which they are located have been met for the most part by the following bonds issued: In 1904, $960,000; in 1906, $280,000; in 1911, $2,493,900; in 1914, $210,000. This means an aggregate sum of nearly $4,000,000 which the people have voluntarily added to their bonded indebtedness for buildings and grounds. In addition, approximately $200,000 more has been expended from the current school funds for building improvements.

When it came time to spend the proceeds of the big 1911 bond issue, the Oakland Board of Education did something, which, according to the editor of the American School Board Journal, was done for the first time in any important city. A commission was appointed which acted without pay, sitting twice a week for two months, and which included by correspondence, some of the leading experts on school architecture in the United States.

After having carefully planned a program of building, the commission recommended the employment of a supervising architect, who called to his assistance several of the noted architects in the State.

The buildings are so constructed that future additions will be easy. Every one is provided with the latest and best systems of sanitation, heating and ventilation. Nearly all contain, in addition to the regular classrooms, an assembly hall, stereoptican room, neighborhood club room, library, kindergarten, nurse's room with bath, principal's suite, teachers' rest room, teachers' lunch room, toilet rooms, children's lunch rooms, boiler and fan rooms, and, in the grammar schools, manual training rooms, domestic science and art rooms, and kitchens attached to the teachers' lunch rooms. In all of the new buildings, use of the simplex windows makes it possible to convert each class room practically into an open air room with the added advantage that temperature, ventilation, and light can be regulated to better advantage.

The present school plant includes forty-seven main school buildings, besides portables, shops, etc., twenty of which are of either brick or concrete. The equipment of all the schools is rapidly being improved and modernized. Adjustable seats are replacing the old types of furniture that fit

Mission San Jose School—$12,000 building, 4½ acre grounds, costing $4,000, 115 pupils, 3 teachers, in historic mission community

Hayward Grammar School—2½ acre grounds, date palm trees, 800 pupils, 19 teachers, in community of 4,400 people in orchard section, with large fruit packing industry—Principal of this school is highest paid of county's country teachers, $2,700 a year

neither the larger nor the smaller pupils of a grade, and as rapidly as possible modern sanitary appliances, and provisions for fire protection are being added to the old buildings.

The city has provided generously but not wastefully for the play and recreation of its children and for the future expansion of its school buildings. Nearly all of the down-town schools have at least a city block, and many of the newer schools have more. The Lockwood school, for instance, has nearly eighteen acres in connection with the main buildings. The new Technical High School has a campus of eight acres. Several of the others have grounds nearly as large.

This year, the grounds of thirty of the schools have been equipped as regular playgrounds under the direction of the municipal recreation department. This equipment includes steel playground and gymnasium apparatus and provision for the various forms of athletics and group games. The consulting landscape architect of the city is providing plans for the ornamentation of these grounds, and the planting of trees, shrubs and lawns is proceeding as rapidly as funds will permit.

Ten of these grounds are particularly well equipped and are kept open after school hours on school days, and all day on Saturdays, on holidays, and during vacations. On each ground at all such times, two special instructors, one for boys and one for girls, are employed. The other twenty grounds are kept open as playgrounds after school on school days, and each has a play teacher in charge.

One of the more recent developments of the Oakland system is the expansion of kindergartens. In August 1912, there were only seven kindergartens; but under the provisions of the new State law, which became effective in 1913, twenty-three more have been authorized.

In elementary schools during the month of November, there were enrolled 20,063 pupils, of whom 16,654 are included in the grades one to six, inclusive. It is, therefore, evident that, since there are in all cities many pupils who do not enter the high schools, and are therefore deprived of the cultural and vocational courses there offered, every effort must be made to develop the opportunities of the grammar schools as fully as possible. Accordingly the teachers in the public schools of Oakland are selected upon a merit system and are paid salaries which render it possible to employ and retain excellent teachers.

An unusually large number are university graduates who have specialized along one or more lines, while the majority of the remainder have prepared for teaching by a course of training in normal schools. The grammar schools are not stereotyped reproductions of each other; on the contrary, while they have been standardized to the extent of making the free transfer of pupils easy, they are adapted as far as possible to the needs of the locality in which they are placed. Certain general features, however, common to the whole system are worthy of special mention.

One of the unique features of the Oakland schools is the flexible promotion system whereby either classes or individuals may be promoted at any time during the year. It thus happens that some children may advance more rapidly than others, if they are capable of doing so, and are not compelled to be constantly "marking time" while the slower pupils catch up. In other words, every pupil advances at his own rate of speed. The records show that many pupils are able to make two, or even more promotions in a single term.

Manual training and domestic science and art are given to all pupils of the fifth, sixth, seventh and eighth grades, the amount of time ranging from two to ten hours per week. The majority of the manual training instructors are also skilled mechanics. Elementary dressmaking is taught in the eighth grade.

A great deal of emphasis is placed on music and drawing throughout the schools. The teaching corps of each of these subjects is organized into a department with a director in charge, and the teaching is carefully supervised.

Even in the upper grades of the elementary school, these two subjects have a slightly vocational aspect. In drawing, pupils have an option between mechanical and freehand drawing, and in music they may elect band or orchestra in place of vocal music. There are at present thirty-three school bands and thirty school orchestras in the city. Special attention is given to concert work, and steps have already been taken toward community service in the way of public concerts. A great many of the more expensive instruments for these organizations are furnished by the Board of Education.

Niles School—$20,000 building, 2½ acre grounds, 220 pupils, 6 teachers, surrounded by apricot orchards and facing picturesque hill, with moving-picture plant of Essanay Company 100 yards away

San Lorenzo School—in 2½ acre grounds adjoining cemetery and facing old Catholic Church in Portuguese gardening and orchard district, 295 pupils, 8 teachers

The health supervision of the schools is entrusted to a director, an assistant director and nine nurses. All of these have had careful training for their work, and give their full time to it. In addition, a number of public and private clinics and hospitals have assisted materially in caring for the health of the children.

The aim of the department is not so much the treatment of the sick as the safeguarding of the health of the strong. Each child in the elementary schools is examined once each year, and then all cases which seem to demand attention are followed up by the nurses.

One of the features of the Oakland school department which has attracted wide-spread attention is the psychological clinic or child study laboratory. Children, whose mental or nervous conditions requires special care are sent to this clinic for examination. Helpful advice as to care, treatment, and training at home and at school are given by the expert in charge.

In connection with the psychological clinic, special classes are maintained for backward children and those needing peculiar

individual attention for nervous or mental disorders. Several ungraded classes are also maintained for pupils who for some reason or other are unable to fit into the regular schoolroom procedure. Besides this, the city maintains special classes for immigrants learning English, a class in preparation for citizenship, open air classes for anemic children, and a class for the deaf.

Worthy of special mention in connection with the elementary schools is a new type of school to be known as the vocational school, which will be opened on January 4, 1915, in the buildings now occupied by the Technical High School, Twelfth and Market streets. This is to be a trade school, the purpose of which is to provide preparatory trade and related academic instruction for boys and girls who have the ability and the desire to engage in practical wage-earning occupations and to continue at the same time a general education, but who feel that they can not afford the time for a four-year high school course. It will shorten the period of apprenticeship for young people desiring to enter trades and at the same time afford a good general education.

The academic training, like the shop instruction, will be of a practical nature, and will consist of courses in English, history and civics, shop mathematics and arithmetic, geography, drawing, science and bookkeeping. Courses in dressmaking, millinery, salesmanship, homemaking for girls, and in printing and various branches of the machinery and building trades for boys will be offered.

The evening schools of the city are open to all young people or adults of Oakland who are desirous of pursuing regular academic branches, or who are interested in some special line of trade or commercial or cultural work. To meet these various needs, regular evening classes are held in the Garfield, the Fremont High, and the Prescott Schools. In the Central Evening School, Oakland High School Building, in addition to regular grammar school work, there are classes in English for foreigners, in commercial subjects, sewing, dressmaking, and millinery, music, drawing and academic high school subjects.

There are in Oakland five departmental grammar schools, in which a somewhat more flexible course is offered in the seventh and eighth grades than in the regular elementary schools. As there are no district limits in Oakland, all pupils in these grades who desire to do so are able to pursue a course of study in accordance with which they may elect in addition to the prescribed fifteen hours, from ten to fifteen hours of departmental work in drawing, manual training, foreign language, or English literature. This system greatly enlarges the efficiency of the school, permitting the pupil who expects to learn a trade to take work which will increase the probabilities of his success when he goes to work or the prospective university student to begin the study of languages early.

Up to the present, Oakland schools of this type have been styled intermediate or departmental grammar schools. In a recent announcement issued by Dr. P. P. Claxton, United States Commissioner of Education, specially organized schools of grades seven and eight or seven, eight, and nine which provide for greater differentiation of studies are called "Junior High Schools."

In all of the four Oakland High Schools both a regular academic course preparatory to the university and a general elective course designed to fit individual needs are given. The institution is organized under the following departments: English, history, foreign languages, mathematics, drawing, science, home economics, music, commercial branches, and physical training.

The Oakland Technical High School, which in January will move to its new plant at 43rd street and Broadway, will have, in addition to the foregoing, fully equipped shops for instruction in machinery and building trades. This building has been erected at a cost of more than half a million dollars, and represents the most modern ideas in school architecture, lighting and sanitation. It is provided with every convenience for use, not only by the school, but by the entire community.

The public education of the present day, however, has a broader aspect than the training of youth. With the growth of the community spirit and the special facilities provided in the schools for neighborhood needs, a course of free lectures has been provided for adults which was attended last year by more than 20,000 persons. In addition, a community orchestra has been organized which not only affords musical instruction and recreation to persons who might otherwise neglect musical training already commenced, but which will in return render service to the public in the way of public entertainment.

Alvarado School—3 acre grounds, fan palm trees and weep g willows, 125 pupils, 3 teachers, in small community with large beet-sugar factory and Chinatown section

Making garden at Alvarado School—The teacher (at the right) also instructs in folk dancing

Pleasanton's new public library and some school girls

Mistress—Why did you place the alarm clock beside the pan of dough, Mary?

Mary—So it would know what time to rise, mum.—Boston Transcript.

* * *

Husband—You charge me with reckless extravagance. When did I ever make a useless purchase?

Wife—Why, there's that fire-extinguisher you bought a year ago; we've never used it once.—Boston Transcript.

* * *

"So Miss Banger played for you? She claims that she can make the piano speak."

"Well, I'll bet if it spoke it would say: 'Woman, you have played me false!'"—Boston Transcript.

## THE NEW OUTLOOK WRITING SYSTEM

This is a new and beautiful series of writing books from the William T. Trueman, of the Indiana State Normal School. O. P. Barnes of Chicago is the publisher. Mr. Barnes is a man of wide experience in the publishing business, and knows that there is no success in text book business unless you have a book that is a success with teachers and pupils after its adoption. If you send for a sample copy of these writing books, you will agree with the writer, that The New Outlook Series of Writing Books have a greater advantage over any other series.

Pleasanton high-school pupils in far-seen acres of orange-carpeted poppy fields near hills east of Pleasanton—Girl on extreme left is teacher, chaperone, and University of California graduate

## THE BERKELEY SCHOOLS

### Organization

The Berkeley schools are organized under the "six-three-three" system. This plan was adopted in January, 1910, with the expectation that the seventh, eighth and ninth grades would soon be placed in buildings of their own. In spite of the fact that this hope has not yet been realized, and that there has been much crowding in some of the schools, those who are most closely connected with the work believe that these improvements may be claimed: (1) More pupils remain in the school after completing the eighth year; (2) The offering of electives has increased the interest of the pupils; (3) The departmental work has been better organized and administered than it was in the regular grammar course; (4) Pupils may be more easily promoted by subjects; (5) The gap between grammar school and high school work is not so wide; (6) The social experience of the pupils gained in their intermediate grades has been beneficial.

The good showing made under adverse conditions has led the Board of Education to set aside four of the five new buildings now in course of construction for the use of pupils of the seventh, eighth, and ninth grades. These additional buildings and sites were obtained by the favorable outcome of a bond call issued in September, 1914.

This increase in school facilities will also enable the constantly growing elementary schools to have proper accommodations, when the intermediate grades are transferred.

### Evening Schools

In many cities and towns there has grown up, of late years, one institution to which the ordinary citizen gives little or no attention, but which is doing a vast amount of good. This is the public evening school.

Berkeley made a modest beginning four years ago, with two teachers and a very limited curriculum. Since that time the teaching force has been increased to nine, and, in addition to the common branches, the course of study has been extended to include typewriting, shorthand, bookkeeping, mechanical drawing, business English, literature, algebra and geometry.

The students attending evening schools may be divided into several classes. Our class includes the young men and women who, by economic pressure, were forced out of school in their early youth, to accept whatever employment offered. Having learned by experience the handicap of insufficient preparation, they are striving to remedy this condition.

Others left school voluntarily to take some job that offered a little money, and a release from the distasteful drudgery of studying. A little maturity of judgment gained by a few years of experience shows these people their mistake. The evening school furnishes the opportunity.

Other young people see in the evening school a chance to prepare for promotion in their daily work. These are very earnest and industrious.

Another class is composed of people of foreign birth who wish to learn the language and customs of the land of their adoption. To these people the evening school offers the greatest of opportunities and no other class avails itself so eagerly of the privilege.

Another class may be termed "miscellaneous." These are young people drawn by the social features of the schools; fath-

Berkeley High School

ers and mothers making a valiant effort to keep pace with their children who are attending day school; and college or high school graduates making up deficiencies in the common branches. In all we have "fifty-seven" varieties of occupations represented.

To be with these people, to be looked upon as their friend and advisor, is in itself repayment for the time spent and the efforts put forth by the instructors.

A day school teacher who may have lost interest or enthusiasm will find teaching in an evening school a sure tonic.

**Kindergartens**

Berkeley maintains eleven kindergartens with an enrollment of about 450 children. Eight of these schools were established in June and July, 1914, under the act of the Legislature of 1913.

The curriculum has included the Froebelian Kindergarten work; lessons, stories, talks and excursions to the surrounding fields. In our school gardening has been a feature of the work, a small space being alloted to every two children. Flowers, radishes, carrots, lettuce, peas, beans and potatoes were grown successfully by these children.

A co-operating activity is the mothers' club, before which speakers have discussed foods, physical care, gardening as a moral factor, children's diseases, etc.

**School Gardens**

School gardens have been maintained in Berkeley for several years. The extent to which the several schools have engaged in this work has depended upon the available land. In some instances the school premises furnish space, while at some schools adjacent vacant lots are utilized.

The individual plot system has been the one most generally used. In some schools the beautification of the grounds has been undertaken with considerable success.

Most of the instruction has been given by the regular teachers of the schools, though valuable assistance has been furnished by students in the department of Agriculture of the University of California.

Tools and equipment have been provided by the Board of Education and by Mothers' Clubs.

The gardening has been made the basis for a large part of the nature study. It has served to teach children order, industry, respect for labor and thrift, besides a love and sympathy for the wonderful and beautiful.

**Physical Culture**

The course has not been in operation very long, but satisfactory progress has been made in the attempt to do something worth while in corrective and recreative work.

A volunteer physical culture class for teachers has been of great service. The teachers profit physically and the pupils receive livelier and more intelligent daily instruction.

Games, folk dances, and other interesting recreational activities are taught during the recesses.

On the corrective side an effort is made to have the pupils strive for correct breathing and posture, sitting, standing and walking.

**Dental and School Inspection.**

This department is one of the most necessary in the school system. Possibly it is more important than any other department. At present there is but one operator in this work. Visits are made to the schools every forenoon, and office work is done in the afternoons. While more attention is given to dental work, the inspector examines and reports on miscellaneous troubles. Whenever necessary a physical deficiency notice is sent home, and as many house visits as possible are made by the inspector.

During the past year over 1,200 children were examined in the schools. Out of a total of 562 bad cases there was a successful response from 370. There were about 2,000 dental operations. Almost all the patients were cases of advanced neglect.

It is to be hoped that means may be found for extending this very necessary work.

**Printing Department.**

The course in printing is now well established in one of the large schools. During the current year about seventy boys have been following this course with success. The work is interesting and instructive, and develops habits of patience, accuracy, and industry. The boys learn more spelling, punctuation, and grammar than they ever learned before in their school course.

The print shop is practically self-supporting and much useful work is done that would be impossible, if it had to be done outside.

However, the real value of the movement lies in its worth to the boys, and in this respect its usefulness is very great.

**School Savings System.**

A savings system was installed in 1911, and has been operating successfully since that time. The Homestead Savings Bank has been the depositary, and has done much to make the undertaking profitable to the school children.

The introduction of the school savings plan in the various schools was not made mandatory, but left to the discretion of the various principals. Ten schools adopted the plan under this voluntary system, and have been successful in their efforts to teach the children to be thrifty. At present the balance in bank in favor of these schools is over $6,000.

**Music, Manual Training, Domestic Science, Drawing.**

Special efforts have been made in these departments during the last few years, and the progress made is evident, Though the tendency in a college town is to follow the courses that lead to the literary or scientific departments of the University, there

is a strong belief that young people should acquire a knowledge of some other things that may be put to daily use. A large number of pupils find it interesting and profitable to enroll in one or more of these courses, and public opinion has supported the schools in their efforts to make these courses among the best offered.

Special effort has been made to provide proper accommodations for these subjects in the school houses now being erected.

**Social Center Activities.**

The Board of Education has endeavored to open the school houses for the use of the people in general whenever any desire has been shown by the community to profit by lectures or entertainments of an educational character. During the year about twenty lecturers addressed audiences in the different school houses, and many other meetings of a public nature were held.

It has been the policy to grant the use of the school houses for any meetings that could be considered educational. In addition to lectures on subjects ordinarily discussed in such places, political speakers have been permitted to explain their views to the neighborhood, and discussions have been held concerning proposed changes in the laws of the state. The plan has been to allow the buildings to be used whenever there could be no interference with the ordinary school work.

In one section of the city a school building has been used every night and on Sunday as a social center. Among the many activities adopted to the needs and desires of people of different ages is a night school offering courses in beginning English, civics, mathematics and mechanical drawing. This school is conducted by volunteer teachers, most of them young men from the Y. M. C. A. of the University of California.

There are also athletic clubs for older and younger boys, a club for girls, dancing classes, etc. On Sundays there are musical entertainments.

**High School.**

Although the majority of pupils in the Berkeley High School are preparing for college, it is possible to do more than merely to attempt to aid the pupils in their efforts to enter the University.

The Advisory System aims to effect a closer connection between the teachers and pupils than would otherwise exist in a large school.

The Advisor, besides knowing the requirements for entering the higher educational institutions, should know the various fields of work open to high school graduates in his community. The advisory system may thus become a practical form of vocational guidance.

Among the interesting courses conducted in this school may be mentioned the work in Public Speaking, Journalism, Dramatics and Music. In all these departments special effort is made to give the pupil an opportunity to acquire useful knowledge differing from that gained by studying the usual and indispensable subjects taught in every high school.

The School Assembly, held on Tuesdays and Fridays, has proved a very effective way of unifying the school. Faculty and pupils, under the direction of the music teacher, join in singing familiar songs, or a brief program is presented by some department or organization of the school. These meetings give the pupil a chance to gain experience in appearing before larger assemblies.

The school has grown beyond its former function, that of preparing the young people for college, and has come to be of wider importance to the community.

* * *

Oakland Technical High School

## NEW TECHNICAL HIGH SCHOOL OAKLAND, CAL.

Phillip M. Fisher, principal of the Technical High School, Oakland, Cal. Phillip M. Fisher is a man of strong character, independent, progressive and devoted to the interest of the people. As superintendent of schools of Alamda county, or editor of the official School Journal, as principal of one of the most important technical schools in the entire West, and as a public spirited citizen he has always made good. He is a leader, not a boss, and has kept free from the entangling alliances of school organization politics.

Phillip M. Fisher

* * *

Earnest Youth—Father, what qualifications do you need to be a member of the supreme court.

Father—You have to be thoroughly respectable, honorable beyond reproach, and be able to write English in such a way that no other lawyer will be quite sure what you mean.—Life.

## ANNUAL MEETING OF THE JOSEPH DIXON CRUCIBLE COMPANY

The Annual Meeting of the Stockholders of the Joseph Dixon Crucible Company, was held at the Company's office in Jersey City, on Monday, April 19th, 1915.

There were present a large attendance of stockholders who expressed their satisfaction with the present management and re-elected the former Board of Directors for the ensuing year.

The vote recorded was the largest ever represented at an annual election,—19,519 shares out of a possible 20,000.

The following named gentlemen are the Directors elected: George T. Smith, Robert E. Jennings, George E. Long, E. L. Young, William G. Bumsted, J. H. Schermerhorn and Harry Daily.

The Officers elected by the Board of Directors are: President, George T. Smith; Vice-President, George E. Long; Treasurer, J. H. Schermerhorn; Secretary, Harry Daily; Assistant Secretary and Assistant Treasurer, Albert Norris.


# THE GOLDEN WEST

TO EVERYONE, the words "The Golden West" is descriptive of a certain part of our country, but to those that are natives there, or live there, these words sink deep into their hearts. We want everyone to know that the Dixon Company of Jersey City, N. J., make a pencil that is rich in quality, and have given it this name. It comes both in round and hexagon shapes, and has a beautiful golden tip with a red rubber eraser.

It is made in No. 2 and No. 3 grades, and sold at so low a price, that it is within the reach of all, and is most popular with School Boards, where this style of pencil is wanted, at a minimum cost.

A card sent to our San Francisco branch, 155 Second Street, will bring a prompt response, with full particulars as to cost, method of purchase, etc.

**Joseph Dixon Crucible Company**

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These are two requisites with which every school should be supplied. Our line is complete and we would recommend the following:

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Scarborough's Map of California.....Price $2.00
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W. & R. New Blackboard Map of California.....Price $4.00
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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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324 Phelan Building, San Francisco, Cal.
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## Editorial

**Thou Shalt Not Kill.**

National glory and honor is a bit of sentiment that our Jewish brethren have been able to enjoy life without. They have not been surpassed by any nation in the victories of peace, and the sweet joy of living.

* * *

The new law providing more funds for school libraries and supplemental books have been signed by the Governor, and is now a law. This will give cities the right to use 80 cents per pupil for school library purposes.

* * *

A few years ago the taxpayers raised a pitious cry against the burden of the teachers' institute. The last legislature has passed a law providing that all high school principals shall be allowed their actual traveling expenses.

* * *

The San Francisco Board of Education should be highly commended for the order for graduates to use inexpensive clothing for graduation.

* * *

The Summer School of the State Normal of Manual Arts and Home Economics at Santa Barbara, Cal., will be held from June 21 to August 27th. Regular courses for men and women will be maintained in Home Economics, Domestic Science, Domestic Art, Applied Arts, Physical Training, Playgrounds and School Athletics. A faculty of unusual merit has been secured. No tuition; registration fee, $2.00. Ednah A. Rich, President.

* * *

Dr. Henry Suzzalo has been elected President of the University of Washington. Dr. Suzzalo is a graduate of Stanford University, taught a country school in Santa Clara County, and forged ahead with remarkable speed to one of the most important educational positions in the country.

* * *

The San Francisco State Normal School will hold its graduating exercises in the Greek Theatre, Berkeley, on Sunday, May 30th. The ceremony of graduation is the most beautiful and effective of its kind in the country.

* * *

Board of Education should amend the course of study so as to postpone the study of European Geography until 1917.

The N. E. A. and International Congress of Education will meet in Oakland, August 16-28th.

* * *

The San Francisco Board of Education has taken hold of the educational features of the Exposition wisely and effectively. A complete program has been arranged for and all the classes of the elementary and high schools will be able to study the exposition under direction of the teachers.

* * *

The study of volcanos are of special interest in California for May and June, 1915.

* * *

A synopsis of the new laws will be published in the June issue of this Journal.

* * *

The public schools are the defense of our nation. There are some people who believe that a big navy and fortifications from Bellingham to San diego from San Diego to New Orleans and from New Orleans to Bangor, and from Bangor back to Bellingham, are essential. Suppose we spent a hundred billion in fortifications and a navy and had five million men prepared for war. What then? Supose England, Italy, France, Japan and China, and Germany allied against us. What then?

* * *

We are indebted to J. D. Sweeney for The River Rambler, which is a well-written serial of California's Romantic Past, by Mr. Sweeney, also "California," a song, dedicated to the Panama P. I. E., by James N. Hatch, music by Emanuel Anderson.

* * *

Superintendent Roy Cloud performed a notable service for San Mateo County in giving all the school children a day at the Exposition. Over 5,000 children were taken to the Fair, and returned to their homes without accident.

The above is a picture of Francis Effinger Raymond, who has made such a notable success of the Gregg System of Shorthand on the Pacific Coast. She has a most charming personality, and is an aggressive worker, presenting with great efficiency the merits of the Gregg System of Shorthand. She is the secretary and treasurer of the Standard Commercial School.

---

"Dad, what is meant by the embarrassment of riches?"

"Poor relations, son."—Philadelphia Ledger.


# A PRIZE FIFTY DOLLARS

(Enough for a round trip to the Exposition from any point in California.)

Is offered by Ginn & Company to the California secondary school pupil—in either high or private school—who, after visiting their booth in the Palace of Education at the Panama-Pacific International Exposition, writes the best paper of not over two thousand words on the lessons there taught.

CONTEST CLOSES SEPT. 15, 1915

Committee of Award

Harr Wagner,
Editor Western Journal of Education

Arthur H. Chamberlain,
Editor Sierra Educational News

Selden C. Smith,
Pacific Coast Manager Ginn & Co.

# THE PALMER METHOD

## of Business Writing at the Panama-Pacific Exposition

SUMMER SCHOOLS: Regular sessions during July, 6 to 31, 1915, for Penmanship and Commercial Teachers and Supervisors, to be held in New York City at 30 Irving Place; in Cedar Rapids, Iowa, the Palmer Building; and at the Heald-Dixon Business College, corner 16th Street and San Pablo Avenue, Oakland, California. Full equipment and special facilities for a thorough study of the mechanics and pedagogy of Palmer Method Business Writing.

At the PANAMA-PACIFIC EXPOSITION we have two attractive exhibits, both in the Educational Building: (1) a still exhibit consisting of thousands of pupils' handwriting specimens from schools throughout the United States; and (2) a live exhibit in which model classes in penmanship are held daily. This live exhibit was organized and is conducted under the direction of the National Committee of Business Education of the Panama-Pacific Exposition; it is a feature of the "Standard Commercial School."

For particular information about the Palmer Method School of Penmanship by Correspondence; the Normal Course—free to teachers in schools which have an adoption of the Palmer Method; and our list of thoroughly specialized textbooks and supplies, apply to our nearest office.

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# DOMESTIC SCIENCE

A good text book for grammar schools and smaller high schools is the new

**SCHOOL KITCHEN TEXT BOOK**

by Mrs. LINCOLN, Published April 9.

It has a complete modern course planned for one year with two lessons a week. There are 59 lessons on cooking and food groups, and 82 pages (20 chapters) on household science proper. (The appendix has also 32 lessons on Home-Sewing.)

The book gives a plan for school credit for home work. It also provides for school work with no cost for equipment. It is as easy as a book can be. Mailing price, 60 cents.

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Note.—The recent legislature enacted a law which requires Boards of Education, Trustees, etc., to give preference to books compiled within and printed and published in California. The law applies to the above book. Boards of Education should patronize home industry provided of course that the books have merit.



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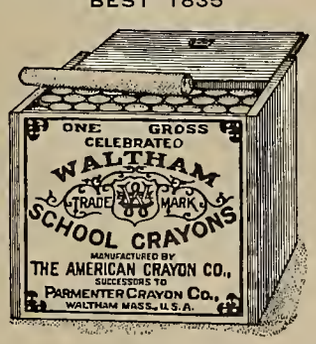


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The instruction covers a period of three years, including a preliminary course.

The School catalogue and blanks will be sent on application to the Supt. of Nurses, 509 Honora St., Chicago, Ill.

### GREGG SYSTEM ADOPTED

Gregg Shorthand displaces the Ben Pitman system in the High Schools of Oakland by the unanimous adoption of Gregg for four years by the Board of Education, May 27.

* * *

"When a Man Comes to Himself," by Woodrow Wilson, Ph. D., Litt. D., L.L.D., President of the United States; published by Harper and Brothers, New York.

A short philosophical article on the changes that a man undergoes, until he arrives at the stage when he "comes to himself," and finds in that state his place in the world and proper position for usefulness toward mankind. The distinguished author shows that some men never arrive at that point, but shows clearly the good fortune of the man who finally does and the satisfaction the reward brings.

* * *


## TEACHERS' TRAINING COURSE
## GREGG SCHOOL

This is to announce that the Summer Normal Session of Gregg School will open Monday, July 5, 1915, and continue six weeks, closing August 13.

Primary and advanced instruction, by the faculty of Gregg School, will be given in the principles and pedagogy of the following subjects:

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The widespread adoption of progressive educational policies in the public and private commercial schools emphasizes the growing need for professional training in Shorthand, Typewriting, Office Training and allied subjects.

Registrations are now being made. Arrange to spend the summer at Gregg School.

*Write for a copy of the thirty-two page announcement of the Normal Session.*

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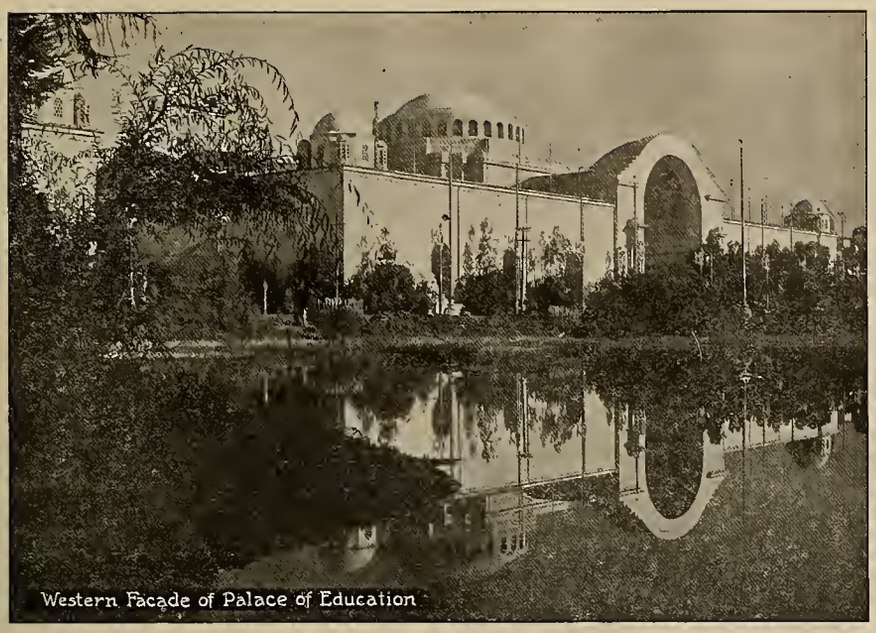
Western Facade of Palace of Education

**Modern Educational Features of the Great Exposition at San Francisco**

There are eleven great palaces to house the colossal displays at the Panama-Pacific International Exposition, in San Francisco, and these are overflowing with the most comprehensive exhibits. These, brought down to date, are from every State in the Union, as well as from over forty foreign countries. Broadly speaking, the whole exposition is educational in character.

The extent of these exhibits may be partially gauged by summing up the cost of a few of them; for instance, Argentina is expending $1,700,000; the Philippine Islands, $600,000; China, $750,000; France, despite her dreadful handicap is expending $500,000; New York City, $100,000; New York State, $700,000; Illinois, $300,000, while California has erected and furnished a marvelously beautiful "Old Mission" State building, covering nearly seven acres, at a sum total of two million dollars.

Products and demonstrations of processes of the last decade are being exploited, rather than the age-old methods that have played so large a part in all previous world-expositions.

Human welfare, and human service are being emphasized as never before.

In the educational exhibits, each State, country or city is putting forth its greatest achievement, its most successful undertaking, and thus specializing in such a manner as to prevent dull duplications. The selective educational work ranges from kindergarten training, aided by motion pictures, to the teaching of agriculture, technical subjects, manual and vocational endeavors, applied arts, et cetera, in the public schools. Instruction in business, trade and evening industrial schools and education of the Indian and negro are all dealt with.

Heretofore, educational exhibits consisted chiefly of samples of the work of students, together with masses of materials. School instruction of the present time is vastly removed from the old cut-and-dried system of treating a roomful of pupils as a unit, and today individuality is fostered in each child. This new sort of exposition is showing the change by means of model school rooms where pupils are busily at work demonstrating under expert teachers.

## THE GARY SCHOOL EXHIBIT

### A Study in School Efficiency

(By Robert Binkley)

How to get the greatest possible use out of the school plant, how to keep the education of the streets and gutters from neutralizing the education of the schools; how to make the school a central, unifying force in the community,—these problems have been successfully met at Gary, Indiana, by the application of business principles of efficiency.

Because these problems are of fundamental interest to all educations the Gary schools have erected a booth in the Palace of Education in the Panama-Pacific International Exposition and sent G. E. Wulfing Superintendent of Vocational Training, to teach the Lesson of Efficiency to Exposition visitors. Mr. Wulfing has assisted Superintendent W. A. Wirt in working out the Gary system.

On the walls of the booth three large water-color paintings are hung. One shows the school as a social center, with playgrounds and park in use. The others are sectional views of one of the school buildings, skilfully arranged to show the position and use of each room. Two reels of motion pictures to be shown free in one of the Exposition theatres, and a model of one of the school buildings are included in the exhibit. There are also a large number of transparencies, photographs, and one of which is reproduced here.

Eight years ago, while the workmen were laying the foundation of the great Gary Steel Works, W. A. Wirt began to plan the school system of the city to be. In this plan Gary had from the beginning a peculiar advantage over the average city, whose school system grows, haphazard, with the town. This was the first step in efficiency.

The Gary ideal of an education is a high one. The school must weave itself into the fabric of community life. It must strive to reach all the people, young and old, and make them feel that their school is a vital part of their life. Toward this ideal the school system has consistently progressed.

The sites of the Gary schools are chosen with great care, that they may be geographically central. Then parks and supervised playgrounds, to be open at all times and lighted at night, are laid out around the buildings. In this way the schools become a recreation geographical center. In a different way the schools appeal to those who worship the "practical" and immediately useful. Vocational classes with the special aim of vocational guidance as well as trade instructions are inaugurated. Courses in domestic science and economy are offered. By means of night schools, these classes are thrown open to the adult population of the city. Men are quick to take advantage of this opportunity to improve themselves in their trades or to learn new vocations. The school has become an institution of practical value to grown men.

Then it reaches still farther out into the lives of the people. It enters the religious field. At certain periods each day classes in religion are held in the churches of the city under teachers furnished by the pastors. These classes are, of course, elective, the pupils choosing between a class in religion and some special school work. Here, again the result has been to unify the community, for the church teachers have gotten together. In some cases they have found a common non-sectarian ground, and have entrusted the classes, one of their number who teaches the same lesson to all. The Gary community now centers around the school.

It is in the efficient administration of the

Studying the Automobile—Gary Night School. Note the intelligent middle-aged Americans who still "go to school."

schools that Superintendent Wirt has made the most striking changes. By scientific arrangement of classes, and programs he has doubled the capacity of his schools. The playgrounds do not lie idle three-fourths of the school day as is customary. When one class has had its period of play, the next class takes possession of the grounds.

Simply stated, the Gary plan of arranging classes is this: The pupils are separated into two divisions. Division "A" comes to school at eight and works till three. Division "B" comes at nine and works till four. While Division "A" is using the classrooms, Division "B" uses the special labratories, gymnasium, and playgrounds; and vice versa. The effectiveness of this way of arranging classes was strikingly illustrated last fall. Mr. Wirt had given a lecture describing his system to a convention of educators at Troy. When he reached his home in Gary he found a telegram asking him to return to Troy and help them re-organize their schools. The grammar school at Troy had burned down during the night. But the high school building was untouched, consequently Mr. Wirt re-organized both schools on Gary lines, and housed the elementary school with the high school in the same building without congestion. The one building is still doing the work of two.

Even when the highest efficiency during school hours had been secured, Mr. Wirt was not satisfied. There still remained six hours after the regular session during which his school plant stood idle. At the same time his product was contaminated and much of the value of his work destroyed. The problem was to use his school plant to keep the boys off the streets from three o'clock till supper time, and from supper time till ten. This was done by providing counter attractions at the school. When school is over the boys may go home if they wish, but the school is made so interesting that most boys prefer to spend their time there. Gymnasium and technical courses are given in the building, swimming tanks are open, on the playgrounds supervisors keep every pupil active in wholesome play. At night the playgrounds are lighted up. People flock to the gymnasium, baseball diamond, and tennis courts. Those who have enrolled in the night school attend their classes. The park invites those who seek rest rather than active recreation. Thus the school as the social center of the community has a greater attraction than the street. Yet so efficient is the management that doubling the time in which the school is in use, increases the cost but 10 per cent. This, then is the Gary Idea—an efficient school plant, running full time and filling the needs of its community. It is a monument to the vision and organizing power of W. A. Wirt and his assistants.

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"Style Book of Business English," by H. W. Hammond, and Max J. Herzberg; published by Isaac Pitman & Sons, New York; 2 West 45th street, New York; price, 85 cents.

This revised text is well suited for use in business colleges and for the business courses of high schools. No feature of the volume is untried, all of it having been successfully employed in actual school work. The changes of this sixth edition consists of more logical arrangement, the insertion of review questions and exercises and more complete treatment.

The scope of the work is purely on business English, bringing in the typographical display of the letter, and the card system, and record-filing system, for perhaps the first time in a school text book.

## THE PHILIPPINE EDUCATIONAL EXHIBIT

The Philippine exhibit presents the complete public school system of the Philippine Islands, with balanced school curriculum, embracing academic instruction, industrial training, play and athletics, the emphasis being placed upon industrial and commercial features. It also presents the complete public school—the largest in the building, occupying 10,000 square feet of space in the northwest corner of the Palace of Education. The exhibit is in charge of Charles H. Magee, assistant director of education in the Philippine Islands.

Attention centers first of all on the splendid booth work in which the display is housed. The avenues of stately palm branches, the top border of shell window work, the columns and walls of woven bamboo, the hardwood facing and moldings make a most pleasing setting for the well-filled cases and numerous other displays which make up the exhibit. The general result is a display that is uncrowded, restful—something of taste and dignity.

In the moving pictures which accompany the exhibit, visitors will have an opportunity to become familiar with General Emilio Aguinaldo. The movies show him accompanying an inspection party on a visit to the schools of his home town in the province of Cavite. There will be a regular series of illustrated lectures in the department lecture hall. Transparancies and photographs are used generally throughout the exhibit. The plans also call for a model class of primary school children taught by a Filipino teacher, and for an industrial working exhibit in which Filipino student artisans will be seen actually making the industrial articles which are displayed in the cases.

The central idea of the entire exhibit has to do with the industrial instruction which every pupil who enrolls in the Philippine public schools must take up in some branch. Therefore, a greater part of the floor space has been devoted to a great variety of fine industrial specimens.

Perhaps the most prominent piece, the source of many exclamations, is a great table in the center of the Rotunda. This splendid piece of furniture of the finest Philippine hardwood, was constructed by the pupils in the trade school at Sorogon, P. I. Its top is a single, solid piece, 7½ feet in diameter. Hardly second to it is a desk made of "camagon," a beautiful striped ebony which weighs like iron and has the appearance of polished onyx. In the needle-work booth are some pieces of embroidery on the gauzy cloth made of the pineapple plant, of such beautiful design and delicate workmanship that they should really be classed as fine art work.

There are scores of other specimens; a great wealth of fine baskets, wicker furniture, made by primary school children for ordinary home use; a model school building, of reinforced concrete, built by trade school pupils, according to standard plans and specifications; a technical display of industrial fundamentals, from the growing plant to the finished product, showing the correlation of the industrial product with the commercial world and the life of the people; a textbook display showing the 110 textbooks which are the sum total of all the books used throughout the eleven years of school work in the 4000 odd schools, 91% prepared for the Philippine Islands; large wall charts, which explain the details of the work; and a bookcase of 80 beautiful volumes of class written work. And not least among the features of the exhibit is the corps of Filipino demonstrators, the young men and women who receive the visiting public and accompany them through the display, intelligent, courteous, eager to explain.

The general purpose of the exhibit is industrial and commercial. But another purpose, hardly subordinate, is, to bring before the American public the results of our educational experiment in the Far East; to show the capacity of the Filipinos for culture and education.

Many elaborate foreign exhibits are installed. France and Belgium among other nations are transferring portions of the great displays which were shown at the Lyons, France Urban Exposition.

The U. S. Department of Labor, under supervision of Miss Lathrop is making a showing in child welfare work which covers that of the Campfire Girls, the Boy Scouts, playgrounds, social centers, etc. The University of Cincinnati is specializing in co-operative courses in engineering and continuation schools; the Carnegie Institute in higher technical education; Princeton University in higher education of women, and the University of California is bacteriological, laboratory and astronological researches.

Under the supervision of Professor R. D. Harshe of Stanford, president of California Society of Etchers and assistant chief of the Department of Fine Arts of the Stanford University, and Henry Turner Bailey of Boston, editor of School Arts Magazine, are assembled displays of applied art consisting of a model house of drawing room, living room, dining room, library, etc., completely furnished from designs made by pupils; the floor coverings, furniture, pottery, all paintings and decorations; the walls and woodwork; in fact, every item in each room has been schemed and carried out in its entirety by pupils. This exhibit of applied art occupies nearly a quarter of an acre in the Palace of Education and Social Economy, and as a brand new idea, is creating much favorable comment.

There is also space given over to the display of modern works in all art schools and public schools throughout America, combining co-operative drawing and modelling whereby pupils in a series of lessons draw and construct pictures and models illustrating all phases of a particular industry, scene or process.

Much attention has been given to the instruction of defective pupils, the deaf, dumb and blind. In the Palace of Education a classroom for the blind and at least three for the deaf have been reserved. These class rooms are in the nature of raised platforms with no walls; blackboards and other apparatus being placed on the platform to be seen to best advantage by visitors. No pupil's work is placed on exhibition unless in demonstration of some important development or improved method. Instead, classes furnished by the different institutions for the subnormal in Utah and the Coast States, are to be seen demonstrating lip reading, the five-slate method and story writing, among other subjects.

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## TEHUANTEPEC VILLAGE—A BIT OF OLD MEXICO

One of the most attractive of all shows on the "Zone," which gives more for the money and offers a most enjoyable entertainment, is the Tehuantepec Mexican village.

This is a real bit of old Mexico picked up bodily from the districts to which the modern ideas have as yet not permeated and transported to San Francisco.

There is a modest charge of twenty-five cents admission, which is the entire charge for the show, though there are many articles of intrinsic value on sale within its area at very reasonable prices.

On entering the turnstile you find yourself in the market place of a typical Mexican village, surrounded by small shops, at which busy workmen are weaving zerapas and blankets, making handsome drawn work, hammering out silver spurs and jewelry, embossing leather, manufacturing handsome pottery and status, carving canes, grinding onyx ornaments and other features of the daily life of a Mexican village. In the center there is a small theatre where very attractive performances are frequently given. These consist of music by a magnificent Mexican orchestra composed mainly of members of the famous Mexico City Police band, dancers, soloists and other attractions in great variety. The performance is excellent, the surroundings clean and everything is conducted on a high-grade scale.

The elemental has a charm for even the most thoughtless, and for the deep-thinker there is nothing more fascinating than specimens of the more primitive order of civilization. To merely stand and wonder is a great art and an instructive accomplishment.

So few of us have the habit of thinking at all, and none of us wonder enough. Dreaming is far more important than it is made out to be by the superficial satirist. The haze of introspection envelops too few of us, and much too often do we neglect to wander at the mystery of many things.

Hence the Tehuantepec Village will form a mind feast for the thinker. With an exotic setting of tropical nature, miniature lakes, sunken pools and meres cloyed with overpoweringly fragrant blossoms and sweet choiring birds, two score "Jungle Queens" from the far-famed Isthmus of Tehuantepec, in lower Mexico, will dwell within their typical thatched huts, plying the arts and industries of their native land.

The maiden of Tehuana is a descendant of those mysterious, prehistorical inhabitants of Central America, who developed civilization to a high point, organized a government, and lived in harmonious peace even before Greece had attained to culture, or the Egyptians had erected their pyramids. Down to the twentieth century have come many strange hieroglyphic inscriptions upon ancient tombs and temples of this little known region, inscriptions that archaeologists have failed utterly to decipher. Several of these are shown in the Tehuantepec Village.

Money has not been spared in making the Tehuantepec Village one of the main amusement features of the world's greatest Fair, and under the able direction of Captain A. W. Lewis, producer of the great Boer War spectacles at the St. Louis Exposition of 1904, it has been made a successful achievement of great interest.


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# SOUTHERN PACIFIC

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"The End of the Trail," by E. Alexander Powerk, F. R. G. A.; published by Charles Scribner's Sons, New York.

The story is of the "Far West" from New Mexico to British Columbia, running North and South with the Pacific ocean, and stretching backward, it includes the valleys and desert. Stretches in its read: The Westward movement commenced by the Argans in the dim prehistoric period has continued until the ride was completed and the shores of the Pacific marked the end of the "End of the Trail."

The pioneer active upon the Western frontier has well nigh disappeared, but not entirely as the author states, and to prove his contention he wrote the book. Beyond question, however, the "Lost West," as well as its picturesque pioneer, are rapidly disappearing from the world, and as the author states that it is the last chance to see a nation in the primeval stage of its existence.

A thrilling tale of adventure is the story the author tells of his trips through mountain and desert from Mexico to the borders of Alaska by motor car, traversing regions perhaps never befor traversed by a machine, and forming a strange contrast to the frontier settlements and pioneer habitation of the surrounding countries.

To Californians in particular the book should be intensely interesting, as giving information regarding its earlier romantic scenes and peoples, and giving due account of the history and the influence of the missions and their padres during the time when California was ruled by the Spanish governors of Mexico. That day of history is not far distant as history goes, but how thorough already is the change accomplished, more intensely civilized perhaps, but certainly less romantic. Nor will it be long before the last traces of the lost West are obliterated together with its stern and hardy figures and the "End of the Trail" becomes legendary.


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## Book Notes

"Johnny Appleseed," the romance of the sower, by Eleanor Atkinson; published by Harper and Brothers, New York.

The story is that of a half mystic, half poetic man of nearly a century ago, a lover of nature and of his fellowmen, who spent a long life of solitary and perilous wondering in the vanguard of the western migration. Johnny Appleseed spent his time and his life in planting apple orchards not in one spot but in many; in fact, his efforts were consecrated to the task of blossoming the wilderness.

It is a beautiful story, beautifully told; one of those stories that young people delight in reading. "Three quarters of a century ago," says the author, "he was still a loved and revered guest in the cabins of our grandfathers. His orchards lived after him. Some of his trees may be standing today; but the man who has planted them has receded to a dim legendary figure. Let us recover what may be known of him, restore him to his time and place, recall the almost incredible conditions under which he did his inspired task. Let us give him again his need of love and gratitude for a beautiful life of self sacrifice that asked no reward, and that came, in old age, to some end obscure and lonely."

* * *

"Plays of the Pioneers," by Constance D'Arcy Mackay; published by Harper and Brothers, New York.

A book of historical pageant plays suitable for school productions as well as dramatic clubs.

The need for such a book, presenting plays that can be produced easily, with opportunity to develop simple and aethetic dancing in colorful and classical costumes, has long been felt, and will be welcomed. The plays contained in this little book do not require strenuous rehearsing, nor a great deal of study, and are picturesque rather than sweeping dramatic climaxes requiring professional art from amateur players. In addition there are in each play full directions for music, readily attainable, as well as all directions for costumes and scene setting.

* * *

"Early English Hero Tales," by Jeanette Marks; published by Harper and Brothers, New York.

This volume offers the masterpiece of the earliest English literature, and are mostly stories not generally accessable. It begins with Beowulf and the dawn of English letters, and following are the stories of succeeding heroes and events.

* * *

"Brief Course in Isaac Pitman Shorthand," by Isaac Pitman; published by Isaac Pitman & Sons, 2 West 45th St., New York; price, $1.25.

This new and revised edition of Isaac Pitman's system of shorthand, is an exposition of this author's system of phonography, arranged in twenty-seven lessons. As its name implies the course is brief, but not necessarily thereby sacrificing any of its thoroughness. On the contrary the thoroughness of the system is retained, and it is shortened only by sacrificing superfluous exercises. This shortening produces no harm in view of the fact that the book has been planned to meet principally the needs of evening school students, who, because of their peculiar type present various difficult problems. They are studious and ambitious of course, but likewise unprepared for their lessons and with a mind already tired from a day's work. Under such circumstances a course is necessary that it is not burdened by a gradual development of the subject as rapidly as possible, for the evening school student, more than any other, seeks and must be encouraged by constant progress, slight though it be.

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* * *

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THE
# WESTERN JOURNAL OF EDUCATION

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MEETINGS

Bay Section the California Teachers' Association, A. J. Cloud, San Francisco.

National Educational Association will meet in Oakland in August 16-28, 1915. David Starr Jordan, President.

Northern California Teachers' Association, R. W. Camper, President; Williams, Cal.; Mrs. Minnie O'Neil, Sacramento, Secretary.

Central California Teachers' Association, Craig Cunningham, Madera, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, C. H. Covell, President, Redlands; J. O. Cross, Secretary, Los Angeles. Meeting for 1915 at San Diego.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Margaret E. Schallenberger, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, William H. Langdon, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, E. P. Clarke, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

## Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

### Good Old Vacation Time

Now comes the teacher's vacation time, to spent in work or play. Different people need different forms of relaxation. Most of us need some lively bodily labor or exercise, something to make the blood circulate faster, the appetite grow stronger, the microbes of worry and doubt to evaporate in the warm sunshine of all outdoors. A complete change of occupation, climate, and mode of life is highly desirable. It restores the elasticity, the resiliency of the spirit, renews the patience and good humor, the youth, that is so absolutely necessary to the school teacher who must needs deal with youth. If you are worn and fagged and nervous and thin at the end of your term, it may very well be that the worst thing you can do is to undertake an exacting course of study at summer school or elsewhere. That work perhaps is so similar to what you have been doing that you have no chance to accumulate energy or renew the springs of life. Of course, we can't always do what we'd like or what we ought, but must do what we can. But let us remember that the primary purpose of a teacher's vacation, its function toward the State that employes us, is to relieve the tension of the bow string, which has been stretched almost to breaking during the year, to give it chance to recover somewhat of its life.

### Finest Scenic Drive on Earth

For myself, I managed to steal a week for vacation a few days ago, and went over a course that I want to tell you all about, for it is the most wonderful, unique, spectacular and beautiful drive on the face of the earth. I hope everyone who reads this will take it for himself. It belongs to us and is a part of the High Sierras of California, that wonderland of the continent. What insane, ignorant, narrow-minded folly it is to be sure, for Americans to spend good American gold in going to see the Alps, the Rhine, Lake Como and what not before they have ever felt the glory of their own Yosemite, Tahoe and Shasta!

### A COUNTRY GIRL'S CREED

I am glad I live in the country. I love its beauty and its spirit. I rejoice in the things I can do as a country girl for my home and my neighborhood.

I believe I can share in the beauty around me,—in the fragrance of the orchards in spring, in the weight of the ripe wheat at harvest, in the morning song of birds, and in the glow of the sunset on the far horizon. I want to express this beauty in my own life as naturally and happily as the wild rose blooms by the roadside.

I believe I can have a part in the courageous spirit of the country. This spirit has entered into the brook in our pasture. The stones placed in its way call forth its strength and add to its strength a song. It dwells in the tender plants as they burst the seed cases that imprison them and push through the dark earth to the light. It sounds in the nesting notes of the meadowlark. With this courageous spirit I, too, can face the hard things of life with gladness.

I believe there is much I can do in my country home. Through studying the best way to do my everyday work I find joy in common tasks done well. Through loving comradeship I can help bring into my home the happiness and peace that are always so near us in God's out-of-door world. Through such a hope I can help make real to all who pass that way their highest ideal of country life.

I believe my love and loyalty for my country home should reach out in service to that larger home that we call our neighborhood. I would join with people who live there in true friendliness. I would wholeheartedly give my best to further all that is being done for a better community. I would have all that I think and say and do help to unite country people near and far in the great Kingdom of Love for Neighbors.—Jessie Field, in "The Farmer's Wife," St. Paul.

### The Matchless Journey

The journey was one that appropriately may be taken best from the capital of the State, at Sacramento. It starts northeast over the old emigrant stage road, through Auburn, Colfax, over the high summit (7,018 feet), down past Donner Lake to Truckee; thence to Lake Tahoe, and over the new State highway to Tallac, partly around the perimeter of the lake; thence over the other classic old stage road, over which went Mark Twain and Horace Greeley, over the summit of 7,400 feet down the mountains to Placerville, and on to Folsom and to Sacramento, the place of beginning, aforesaid. The route describes an irregular rectangle, at a total length of about 250 miles. It can be driven in two days in a machine, but it is better to do it in four or six.

### Means of Locomotion

You can go over this beautiful, wonderful journey in any way you choose. Pack your blankets and a tomato can and go afoot if you like. I saw plenty of good fellows along the road that way, and they seemed to get the good of it as well as anyone, or better.

Next best is to put a bed and food on a burro or a horse, lash it on with a pack rope, and then take your choice between walking in front and leading your animal or trudging behind and driving him.

Another way is to get some kind of a vehicle, drawn by one or two horses, to carry your outfit. This in some aspects is best of all. It is slow enough to appreciate the country and get acquainted with it and it is less laborious than the more primitive methods. However, it is labor out of doors that the teacher needs, so far as that is concerned.

### The Up-To-Date Way

Of course, the up-to-date way for the wealthy and powerful of the earth to travel is by automobile. Being neither wealthy nor powerful after many years of school teaching in the Golden State, I didn't travel by automobile, but merely drove one of those pesky machines manufactured in Detroit, Michigan, in such large numbers and sold for $500 or thereabouts. There were four of us. We had a long box on the running board, holding the food and cooking utensils. Each person had a small roll of bedding, two of them thrown on the hood, the other two lashed alongside. Thus equipped we could have gone to New York or Mexico, or anywhere else that can be reached by roads. Five minutes after we spied a camp—under a pine tree, beside a cold brook, perhaps, or in a little cove of lake or river—we would be perfectly at home, with a bright fire crackling, a pot of coffee getting hot, and some bacon odorously scenting all the air around. We were so gloriously independent! No hogs or cattle or dogs or chickens underfoot! No fleas, no dust, no signs of the noxious effluvia of man! We could fish if we wanted to, or read or cook or fix the machine, absolutely obvious of all the rest of the world. Truly, 'twas glorious summer, in the cool solitudes of the Sierran forests.

We ascended by easy stages, day after day. We could buy fresh beef, groceries, bread, milk, several times every day. All the water was ice cold. All the meadows were green. All the flowers were bright. Many great herds of cattle and sheep were

on the road, going eagerly toward summer pastures. Many roaring torrents, white rapids, sparkling waterfalls, were by the way.

At last we passed over the summit. The snow had been shoveled away and we passed through the cut, with perpendicular walls, twelve feet high on either side, from which we could scoop snowballs as we rolled along.

Then we went down, down, down, with a lovely view of Donner Lake peeping forth now and again. At last we skirted the lake and saw the sites of the cabins and the old wagons of the ill-fated Donner Party that spent the winter here in 1846.

### Lovely Lake Tahoe

Three miles further, Truckee and the Truckee River appeared, the stream that drains Lake Tahoe. Following up the Truckee 15 miles, we come to Tahoe itself, the mountain lake that Mark Twain said was certainly the most beautiful object in the world. It is 35 miles long, partly in California and partly in Nevada, and situated in the exact elbow of California's eastern line.

Soon we come to the new State highway, which is here under the supervision of Engineer Beakey and his men; and this is the most spectacular and undescribable part of the journey. The road winds in and out, up and down, miles upon miles, through the piny odors of the deep tangled forest, up to vantage points 700 feet above the lake, across rushing streams, past waterfalls, with cold springs, green grass and leafy glades of ferns ever inviting you to camp. The miraculous colorings of the lake appear, and glisten and change with the varying lights and points of view—wonderful lights of blue and lavendar and azure and violet and purple and green. Emerald Bay in all its glory—the tents of campers—the cottages and summer homes—the shacks of the fisherman and their white boats bobbing on the water—the big steamer making its daily round—it all makes up a series of sights, impressions and feelings that one can never forget. There is nothing like it on this continent or on any other. See it and die!

### The Return Home

From Tallac the road rises steeply from 6,200 feet at the lake to 7,400 feet at the summit. There was Echo Lake, where we camped for noon in the midst of snow banks. The little lake had just thawed off its deep coating of winter ice.

Then we turned down the long hill that led toward home, following down the American river, down Slippery Ford, Strawberry, Kyburz, Camino, the air getting hotter and drier and more exhausting every mile. Placerville and its pear orchards appear, the Hangtown of olden days; and Folsom, an important station on the old stage road, now the site of the State prison. Then 20 miles over a splendid boulevard to Sacramento, and there we are done. The matchless journey is a memory instead of a hope. Many more words of description could roll trippingly from my stubby lead pencil, but perhaps this is enough to point the way to a summer trip that every Californian should take surely and without fail. It will yet be widely known as the most beautiful scenic drive in the world, and it will be a disgrace not to have seen it.

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# The Survey of the Uplift Field

*By Frederick Olschewski*

**Poland and the European War**

Of all the great tragedies enacted on the stage of the world, there stands pre-eminent the history of Poland. Many momentous questions play a part in the present great struggle, but underlying nearly all these questions, is the Polish one, and hence she still plays a great and important role in this conflict whose magnitude is so stupendous that it bewilders, and great minds are employed attempting to analyze its causes, its courses, and probable results. Yet, however great be the difference of opinion created by selfishness, prejudice or ambition, the greatest minds of the world are united on one point, that the crises which for a century past Europe has prepared, and now is bursting, will accomplish the reconstruction of Europe, social, economical and political, based upon nationality, and the right of a people to govern and develop themselves.

The ruthless devastation of the battlefields of Europe, and particularly because of its magnitude, the battlefield of Poland, can not be without results, and those results of a nature not yet clearly comprehensible. The Belgians have been sorely tried, and their country devastated. But they live in the hope of a reconstructed state, of a return of peace in which their independence and national existence is assured and in the hope of certain compensation, if, indeed, the loss of so much human life can ever be compensated. This will be, if the forces allied against Prussian militarism, and the aggrandizement of its military cast are successful.

With what bitter pangs, however, do the Poles, the most outraged of all nations of the world's history, look upon the present conflict, in which they are forced to take a fratricidal part unequaled in the annals of history; so defiantly monstrous in its scope, and in the misery it inflicts. Yet they play an important, a very important part in the struggle, and disastrous as it is in its cost of life and property, they too are led on by hope, the hope for which their ancestors have fought and bled,—a restored and independent Poland.

**Through Time Forgotten**

To the American in general, the subject arouses certain sympathy, as it does in every man and woman, except Prussian, Russian or Austrian, and that sympathy would doubtless be flamed into enthusiastic support if only the American were better informed upon the subject. This apparent indifference, on the part of Americans is due largely to misconception as to Poland's size in point of territory, and her rank as a nation in point of population; also to a lack of knowledge as to the service Poland rendered for a thousand years to the Christian world, and her very great contribution to the art, learning and culture of our civilization. It ranks in size—if we were to restore the boundaries as they existed previous to the first partition in 1772—second only to Russia, and is larger than the present Germany, Austria or France. The number of pure Poles residing upon this land is approximately, 25,000,000, and approximately 5,000,000 more Poles are scattered over the world to escape persecution, of which approximately 4,000,000 reside in the United States. Thus, in size, it would rank as the second country of Europe; in point of population as the sixth.

Moreover, the Americans have cause to remember the services rendered to them by fair representatives of the Polish race, at a time when the efforts of any single capable individual went a long way toward helping establish America's independence, and therewith a great nation. It was Pulaski who admiring America's struggle for independence, gave her his aid, and yielding his blood for her on the battlefield of Savannah, received subsequently the title of "Father of American Cavalry." So too Kosciusko aided the struggle of American Independence, became the aid of General Washington, planned and laid out West Point at his request, and has been called by history the "Father of American Artillery."

Now, after more than a hundred years of tyranical oppression and conquest, nearly 30,000,000 Poles raise their voices to the world asking justice, and on American ears in particular those voices should not fall entirely in vain. How can America turn a deaf ear to the pleadings of justice being herself the world's fairest and greatest representative thereof? In all fairness Poles ask that America throw in at least her moral if not her political support with England, France and Italy, who so openly and firmly espouse the Polish cause of independence morally, as well as politically.

**History**

The origin of the Polish race is lost in obscurity, but we find the first records of its history about 850 A. D., when, the peasant Piast was chosen king. About a century later begins the first written history of the nation, when their king, Miecyslaw, embraced Christianity. From this time on we find Poland engaged in constant war with the unorganized tribes of Russia, with the ruthless Tartar, the Cossack, the conquering Turk, and the still heathen Prussians. Down to its very end, its history is a history of war against Turk, Tartar and Russian on the East, against Hungarian, German and Swede on the West, all of them rapacious, attacking her frontiers, seeking to rob her of her heritage, and so far from being grateful for her services to Christianity, culture and civilization, they craved only her destruction.

Yet for century after century Poland withstood this constant and unjust struggle, fulfilling its mission to the world. For centuries the arm of Poland protected all Europe from the savage Tartar hordes and from the immense power of the Turk, practically subjecting the former, dealing a crushing defeat upon the invading Turk at Chocim in 1673, and finally forever breaking the Turkish power at Vienna in 1683. Had the Poles under Sobieski not heeded the Austrian pleas and allowed the Turks to take Vienna, nothing would have prevented Kara Mustapha from fulfilling his threat to "stable his horses in the church of St. Peter at Rome," and all Europe would have been overrun by the ruthless Ottoman.

But although, Europe called Poland the "Bulwark of Christendom," yet, how soon she forgot her services, and scarcely a century later repaid her noble efforts by permitting the perpetration of history's greatest crime, while she stood calmly by, protesting, of course, but nothing more.

**Internal Dissension and Reform**

It is true that Poland had her faults, but these were only her own concern. They consisted only of internal dissensions, blazed into flames by Russian, Prussian and Austrian intrigue. These troubles would have been solved by her in the course of time, but her three conquerors had no desire to see their solution, and when she was about to do so with the glorious constitution of May 3, 1791, when with its adoption the Poles were about to abolish the two great evils to which can be attributed directly or indirectly nearly every cause of her internal dissention and decline, her three conquerors again stepped forward and again invading her boundaries repeated the crime of 1772, and followed it with the second partition of 1793.

Could Poland but have had twenty or twenty-five years under this constitution, aye, but even ten or fifteen years, she would probably never have been further partitioned, but the reform came too late. For several centuries she had suffered under the pernicious effects of the liberum veto, so jealously and blinded guarded by the nobility, and from the constant intermeddling of foreign powers when the time came to elect a new king. When after this long struggle she had finally succeeded in securing the necessary reform by the abolition of the liberum veto—whereby any member of the diet consisting of several hundred members could dissolve the diet, and annul all its previous proceedings and enactments—and by making the crown hereditary, her three neighbors fearing a powerful reconstructed state invaded her territory, perpetrated the second partition, and abolished the constitution that would have been its salvation, a piece of legislation which ranked among the foremost measures of constructive legislative reform known to that period.

**A Temporary Non-Existence**

Henceforce Poland ceased to exist as a state or a nation, and when the peasants rose en masse to follow Kosciusko in 1795, the now little state succumbed to the Russian arms, and the balance of the kingdom of Poland went under the yoke of Russian oppression.

Although the history of Poland is a history of wars, yet, never have those wars been fought for conquest or aggression, but always for the benefit of Christianity and civilization. She was always ready and willing to aid the oppressed with her wealth and her blood, but how poorly have her efforts been repaid. History is the best evidence, and although her history shows many political blunders and much selfishness on the part of a portion of her nobility, yet the Poles have no fear if that evidence be introduced on the judgment day.

Even today the Polish armies are engaged in a war that is to reconstruct Europe, and readjust it politically, economically, socially, but alas, the task is a hard one, and fearfully bitter. A million men are engaged in the German and Austrian armies and forced to destroy their brethren on the

Russian side. Eight hundred thousand more are fighting in the armies of Russia, meeting in the front ranks the men who are their kindred by blood, family, nationality. But then the Poles have come to realize that a climax is at hand, and that the world can not longer disregard the crime perpetrated more than a century ago, and that a reconstructed Poland, larger in size than any country of Europe excepting Russia, with a total population of more than thirty million, a peace loving people ranking among the greatest nations of the world through its contribution to Christian civilization, to art, science, literature, must again, by all the laws of nature and of nature's God, and by all the laws of retribution and of justice, assume its place among the independent nations of the world.

### Restoration of Poland

It is hope that keeps the Poles from despair, the despair that springs from the suffering and actual starvation of more than ten million, a third of the entire Polish population. The horror of the situation, induces despair, but that despair again is held in check by the ray of hope.

For nearly a thousand years the Poles have developed a civilization and culture that is, indeed, a credit. Cracow boasted a university in the middle of the sixteenth century, that was for a long period a center of learning, a university that gave to the world no less a man than Kopernik (Copernicus) as well as other great men. During the period of reconstruction from 1772 to 1791, it revised its system of education and developed one which would be a credit even in this day. Of art and music and literature, Poland has given to the world a very large share if we look upon the work of Matejko, Chopin, Leschetizki, Padcrewski, Mickiewicz, Sienkiewicz, Krasinski, and a legion of others, a large portion of which genius developed in spite of the oppression and systematic persecution of their conquerors.

Throughout its history, its art, its poetry, its literature, moreover, we find the thread of national unity and existence—oh, how strongly developed. It exists even in its atmosphere, and in its boundless plains, an unmistakable impression—just Polish. And is such a race, so strongly tied together with the bonds of feeling, poetry, emotion, gifted with a versatility perhaps unequalled, and with its strongly developed nationality, to remain severed and squirming under the heel of oppression? No! There are too many reasons in favor of Poland's restoration, and no sound argument can be found against it.

The laws of nations are founded on the same principles of justice, equity and good conscience, as those of individuals, and those principles have already been promised due consideration in strong and unequivocal language by France, England and Italy, and should be upheld by the United States. A judgment day is at hand at the coming International Congress.

### Autonomy Under Russia?

On this judgment day Poland expects the restoration of her independence. She has been promised autonomy by Russia, under the Russian scepter. It will be a great gain indeed, to have the nation reunited, but are more than a million and a half of her sons laying down their lives in a fratricidal slaughter only to be reunited under a nominal autonomy under the reactionary government of beaurocratic Russia?

It is easy to perceive that autonomy under a reactionary government like that of Russia is an impossibility, already proven by the Russian government when it occupied the conquered portion of Galacia.

Here Poles had been living under a liberal autonomy, for this, in justice be it said, Austria had granted Galicia. But those liberties were short-lived when the Russian government named Count Bobrinsky, a Pan-Russian whose fanaticism is not inferior to the worst Pan-Germanist, as Governor-General of Galicia. A passage from his speech translated into English was published in Free Poland recently, and shows plainly the impossibility of autonomy under Russia. The power of the reactionaries is too strong, and gradually undermines even the will of the Czar, setting aside little by little the edicts Nicholas II may grant of either his own free will or because of political pressure.

But a short time, a comparatively few years, and the violent Russification process in Poland would again be in full force, and for all her sacrifices, for the blood of her sons with which all Poland has become so thoroughly saturated, for the starvation and the misery of more than ten million destitutes, for the destruction of her villages, towns and cities, her commerce, her factories, her agriculture, for having served as the bloodiest battleground of the world's greatest, cruelest, most disastrous war, Poland's only gain would be to return in the course of a few years to the oppression and Russification process of Russia's reactionaries.

### In the Interests of Peace

Russia's participation in the present war and her announcement that she intends to reunite the Polish parts rent asunder by the three partitions, amounts to nothing more than that Russia intends to extend her power over a country larger than either France or Germany or Austria, containing approximately thirty millions of people, and incorporate them within a comparatively short time as a part of the colossal empire she already holds, and not only incorporate them, but to wage, as in the past, a war of extermination against the Polish nationality.

In such a state of affairs no peace in Europe can last, for the groans rise too loudly from Polish breasts, and the spirit of a most heroic people can not thus be subdued after they have been strengthened by being united.

Moreover, such acquisition on the part of Russia would so strengthen her, that she would not be satisfied until she had conquered all Europe, a course similar to that she has heretofore pursued over many peoples, and with much crime and injustice.

In no other way can future conflicts be prevented, or rather their danger minimized than by the reconstitution of a powerful and independent Poland, to serve as a buffer state between a weakened Germany and Russia. Europe, aye, and America, too, must restore the boundaries of Poland at least as they were previous to 1771, and ensure Poland at least an outlet on the Baltic with the port of Dantzig. Such conditions would give the world the credit of having righted what is admitted to be the greatest crime of history, the most undeserved wrong; would again place a great, gifted, heroic people among the nations of the world, and help greatly toward that ideal adjustment of political conditions in Europe, without which a lasting peace can not be. Poles plead for their right before the tribunal of the world, in the name of justice, civilization and peace.

* * *

## RECOGNITION OF UNSELFISH SERVICE

(By Eliza D. Keith in Mission Enterprise, San Francisco.)

The Rolph administration has many notable achievements to its credit, but perhaps the one that has aroused the liveliest feelings of satisfaction and the keenest sense of gratitude in the San Francisco School Department is the recent appointment of Miss Louisa F. Bray to a principalship in our public schools. For the appointment is a recognition of the long-continued, unselfish, self-sacrificing service of an assistant teacher in our city schools. For, without disparagement of the effort of any other persons, it may be truly said that to the untiring, patient, persistent and intelligent work of Louisa F. Bray the teachers of California owe the fact that today we have a teachers' retirement salary law upon our statute books and in active operation. For years this question has sbeen agitated, carried through to the point of almost certain victory, only to meet with defeat at the last moment. But Miss Bray was not for a moment discouraged, nor did she lay down her work for an instant. She continued to collect data, to correspond with officials in those States where such laws were in operation. She was a perfect treasure house of information on the subject of pensions. She had a table of per cents, averages and amounts all in her head and at the tip of her tongue. It was impossible to find Louisa F. Bray anywhere but on the sane, safe and sensible side of the teachers' retirement salary law. She not only helped win the fight at the last, but she carried the cause on to victory when it looked as if the cause were irretrievably lost. The teachers recognized their debt to Miss Bray. What was more, they wanted to give her a tangible proof of their grateful appreciation, and, to the everlasting honor and credit of the S. F. S. D. be it said, that they never lost an opportunity of urging that her ability, steadfast service and unselfish devotion to the school teachers' cause be publicly recognized. The appointment to a vacant principalship was the administration's way of showing its appreciation of Miss Bray's work. Her high standing as a teacher, of years of successful experience, her executive ability as demonstrated by her service as vice principal of one of our largest grammar schools, her loyalty to her city and its highests interests, all united to make her selection by the school board one that met instant indorsement by teachers, pupils, parents and public. Congratulations are due to Miss Bray, who has received this just and substantial recognition of her work well done; most of all, congratulations to the officials who have brought to the exercise of their power so manifest a sense of justice, appreciation and honor.

In such hands the safety of our schools, at once the pride and the spirit of our American institutions, is assured.

**WHEN YOUR EYES NEED CARE**
**TRY MURINE EYE REMEDY**
No Smarting—Feels Fine—Acts Quickly. Try it for Red, Weak, Watery Eyes and Granulated Eyelids. Illustrated Book in each Package. Murine is compounded by our Oculists—not a "Patent Medicine"—but used in successful Physicians' Practice for many years. Now dedicated to the public and sold by Druggists at 25c and 50c Per Bottle. Murine Eye Salve in Aseptic Tubes, 25c and 50c. Murine Eye Remedy Co., Chicago

# The School Teachers' Page

*Eliza D. Keith*

## CALIFORNIA HISTORY OUTLINE*
(Continued)

### Recapitulation

The India-Idea led to the discovery of California.

1492, Columbus sailed westward; Columbus discovered the island of Haiti, West Indies.

1500, Cabral, Portuguese navigator, discovered coast of Brazil, South America.

Cape St. Rogue, the most easterly point of South America, was well within the region east of the Line of Demarcation; so the country thus discovered by Cabral, the Portuguese navigator, and now known as Brazil, was by the terms of the Pope's decision, claimed and taken by Portugal.

1513, Balboa discovered the Pacific Ocean, called it the South Sea. (Note the direction of the Isthmus of Panama, and the points of the compass in connection with the Panama Canal.)

1519-1520, Cortez, conqueror of Mexico, as Governor-General of New Spain, sent out exploring parties along the west coast of Mexico.

1534, Ximinez, a pilot of Cortez, discovered Lower California, named the place at which he landed, La Paz.

Ximinez was assassinated by natives.

1534, Cortez at head of an expedition, landed in Lower California, at same place (La Paz) that Ximinez had landed. Cortez renamed La Paz, calling it Santa Cruz.

1539, Francisco de Ulloa, sent forth by Cortez, explored what is now known as the Gulf of California. The Gulf of California was once called the Sea of Cortez in honor of Cortez.

Ulloa rounded Cape St. Lucas, at the southern extremity of Southern California, and tried to continue his exploration.

1540, Ulloa discovered the island of Cerros.

Ulloa was assassinated by one of his own people.

### Summary of the Connection of Cortez With California.

Under the auspices of Cortez, ships first breasted the waters of the North Pacific Ocean.

Under the auspices of Cortez, the west coast of Mexico was minutely examined.

Cortez was responsible for the fact that the Gulf of California was explored, and its existence made known to the civilized world.

By Cortez, the peninsula of California was discovered and surveyed in almost its entire extent.

Cortez' brilliant career in Mexico entitles him to a high rank among the conquerors of the earth.

Cortez, in his California expeditions, displayed to the highest degree, his courage, his constancy, and his fortitude.

In 1540 Cortez returned to Spain to try to obtain some acknowledgement for the six hundred thousand dollars that he had expended in his explorations in the New World.

Cortez was received with honors in Spain.

Cortez was never repaid any of his fortune expended in explorations.

Cortez waited in vain hope for seven years.

Cortez died, 1547, still unheard and unrequited, at a little village near Seville, Spain.

### Further Spanish Explorations

1542, Mendoza, Viceroy of New Spain and Mexico, sent five ships across the Pacific to the Philippines.

1542, Mendoza gave two ships to Juan Rodriquez Cabrillo, a Portuguese navigator of great reputation, to explore the coast of California, beyond what had already been ascertained.

1542, Cabrillo discovered what is now San Diego Bay. Cabrillo called it the Bay of San Miguel.

Cabrillo discovered Alta or Upper California and Cabrillo was the first white man that ever laid his eyes or placed his feet upon the soil of Alta California.

Cabrillo discovered the islands known as San Clemente, Santa Catalina, Santa Cruz, Santa Rosa, San Miguel.

Cabrillo was near Santa Barbara.

Cabrillo discovered Monterey Bay.

Cabrillo sailed northward evidently in search of the Strait of Anian.

Cortez, himself, had believed in the existence of the Strait of Anian.

In the time of Cortez, the Strait of Anian was supposed to extend across or at the northern edge of the North American Continent, from Newfoundland to the East Indies.

When Cabrillo was dying, he bade his pilot, Ferrolo, to continue the search for the Strait of Anian; therefore Ferrolo tried to complete the voyage.

Ferrolo went as far north as Cape Blanco, Oregon, where the winds drove him southward again.

Ferrolo's experience confirmed him in the belief that the Strait of Anian really existed, for:

In 1542 Ferrolo had mistaken the drift from the mouth of some river, possibly the Columbia River for a discharge from the Strait of Anian.

### What Was the Strait of Anian?

The strait of Anian was a belief in something which never existed save in the imagination of men's minds.

"The Strait of Anian was" **not** "what is now called Bering Strait," as is taught by some misinformed instructors. The Strait of Anian was supposed to extend from east to west, starting in the known latitude of New Foundland.

The Strait of Anian never existed, yet nevertheless, it was a belief that held sway for centuries, a belief which became an active principle in the settlement and attempted fortification of the Californias.

### Why All This Concern Over the Supposed Strait of Anian?

The Spaniards believed in the existence of the Strait of Anian.

The Spaniards believed that the Strait of Anian was a short cut from the Atlantic Ocean to the Pacific Ocean.

The Spaniards believed that their enemies could sail through the Strait of Anian into the northern part of the Pacific Ocean, and fall upon the Spanish commerce in the Pacific on its way to and from the Philippines.

### Effect of the Strait of Anian Belief.

The Spanish believed that, if the English and other enemies of Spain could find so short a way into the Pacific, as through the supposed Strait of Anian, Spain must provide stations for the protection of ships in trade in the Pacific.

The Spanish also believed that it would be better still to seize upon the Strait of Anian itself, and to fortify the Strait of Anian.

(Note: Compare the United States' ownership and fortification of the Panama Canal.)

Spain dominated the greater part of Europe. Spain claimed, under the Pope's Grant, along with Portugal, exclusive ownership of the New World.

Englishmen, resenting the oppression and cruelty of Spain, struck at Spanish power whenever and wherever they could.

The pirates of that day fell upon the ships of the Spanish King and secured many a rich booty.

Queen Elizabeth winked at the action of these pirates, Elizabeth could disown all responsibility for the English pirates that preyed upon the Spanish commerce.

But Elizabeth reaped the benefit of the operations of these pirates. Elizabeth cared not what was done, so long as it did not exasperate King Philip of Spain into declaring war upon England.

### Sir Francis Drake in the Pacific

Drake had been plundered by a Spanish captain.

1577, Drake left Plymouth, England, in English channel, with five vessels, and less than 200 men.

Sixty years had passed since Magellan had sailed through the straits which now bear the name of Magellan.

Geographers taught that there was no passage from the Atlantic into the South Sea (now Pacific Ocean), save through that one crooked Strait of Magellan.

The Strait of Magellan baffled the skill of the most renowned Spanish navigators, and had finally been abandoned as a possibility.

The vast wealth of the Pacific Coast went northward to the Isthmus of Panama, where it was carried overland, and then reshipped to Spain.

Drake planned to follow in Magellan's track, to penetrate the south sea, to freight his ships with the almost fabulous riches of Peru.

Drake sailed through the Strait of Magellan, became separated from his other ships—was driven southward by the storm.

At last Drake found himself at the end of the Western Continent!

Drake saw an open sea instead of the solid land imagined by the geographers to extend to the South Pole.

Drake saw the Atlantic and the Pacific rolling together.

Drake's discovery of the union of the Atlantic and the Pacific gave to the world the commercial route, the Southwest Road to Cathay.

Drake plied his trade of pirate with good effect, capturing many a rich prize, on his way up the Pacific Coast, looking for the Strait of Anian.

Drake, in one of his prizes, had made a capture of priceless value, the secret charts by which Spain conducted her rich traffic in the Eastern Asiatic Archipelego.

Drake sailed to Cape Mendocino looking for the Strait of Anian, and spent much time in "watchful waiting" for the Spanish

Galleons from the Philippines on their way to the Isthmus.

(Note: Read "Westward Ho," by Canon Kingsley.)

The Spanish believed that Drake must have come through the Strait of Anian and Spain felt the necessity of fortifying the California coast.

**Spanish Expeditions**

1602-1603, There was a Spanish Expedition under Viscaino in search of the Strait of Anian.

1602, Sebastian Viscaino set out to find the Strait of Anian, and explored the California coast.

Viscaino stayed a while at San Diego.

Viscaino gave the name Santa Catalina to an island.

December 15, 1602, Viscaino practically rediscovered a fine bay, already discovered by Cabrillo in 1542.

Viscaino named the bay Monterey Bay in honor of the Viceroy of Mexico.

January, 1603, Viscaino searched for Cape Mendocino.

Viscaino, while en route for Strait of Anian anchored near Point Reyes.

Viscaino sailed almost to Cape Blanco, Oregon, but storms drove Viscaino back to Mexico.

**Spanish Occupation of the Californias**

1606, King Philip III. of Spain ordered a new expedition under Viscaino to undertake the occupation and settlement of Monterey.

Monterey was to be maintained as a sort of half-way station between Mexico and Manila, for the benefit of Philippine commerce.

But Viscaino was too ill and old; Viscaino died before he could start on the King's expedition. There was not one to take Viscaino's place, so the plans to settle Monterey were abandoned.

1615, Juan Iturbide sailed from New Spain for California.

Iturbide sailed up the Gulf of California, collected pearls from the Indians.

Iturbide's purchase of pearls opened up a new source of revenue, a new cause for immigration to California—the pearl fisheries of California.

But—the Spanish government assumed control of the California pearl fisheries, and created a monopoly of the California pearl fisheries.

The Spanish monopoly of the California pearl fisheries excluded colonists and closed the Californias to immigration.

The California pearl fisheries were a failure through the rapacity of the concessionaires, and the cruelty practiced on the Indians.

No one wanted the pearl fisheries of California.

1677-1679, The Spanish King recognized the importance of maintaining some kind of a Spanish force in California.

King Charles II. sent Admiral Atondo, accompanied by three Jesuit priests to colonize Lower California.

The Jesuits converted many Indians of Lower California.

But Lower California was barren, unproductive, with no rain. There was difficulty in getting supplies to Lower California.

There was much sickness and discouragement among the men.

Atondo broke up camp, abandoned Lower California, and returned to Mexico.

Atondo in three years, had spent $225,000 of royal money in the vain attempt to settle in Lower California.

Atondo had made a costly failure.

There was still great need to protect Philippine ships. The interest of commerce required the occupation of the northwest coast of California.

But what the Spanish crown failed to accomplish: the Spanish church performed.

"The Cross prevailed
Where the Sword had failed."

This brings the history of California to the Era of the Missions.

Grateful acknowledgment of indebtedness is made to William Henry Johnson's "The World's Discoverers," and to the "Brief History of California, Discovery and Early Voyages" by Theodore H. Hittell, with suggestive correlations by Richard D. Faulkner.

## THE GORDON METHOD OF TEACHING READING

For those who are free to make a choice of the method by which they will teach reading, the Gordon Method, published by D. C. Heath & Company, 565 Market street, certainly presents a most convincing array of reasons why it should be chosen.

The Gordon method consists of eighty-seven phonetic facts, to be drilled upon, and combined in an endless number of ways.

The charts are most helpful, and the detached cards containing letter or letters to be placed in front of the chart syllables for the formation of words, reduces work to the excitement of a word hunt, capable of many variations. The charts for equivalent sounds clarifies many a difficulty at a glance.

The purpose of the Gordon method is to give power over words. The Manual outlines the method day by day. It is full of material appropriate for use.

The Gordon Method will prove a boon to those teachers who find their pupils deficient the power to call words at sight.

The folding lists of words are like the old time puzzles in the newspapers, a source of surprise, recognition and delight.

* * *

## TRUSTEES' CONVENTION

The first annual convention of the trustees of San Bernardino county school districts was held Saturday, May 15, at the court house in San Bernardino city. Mrs. Grace C. Stanley, county superintendent of schools, presided. In her address of welcome, Mrs. Stanley emphasized the need and value of real co-operation, and co-operation was indeed the "key-note of the program."

Miss Burney Porter of the Los Angeles State Normal School, and Miss Longnecker of the San Diego State Normal School, discussed the subject of selection of teachers. Both Miss Porter and Miss Longnecker spoke favorably of a plan of having rural schools organized for the purpose of securing teachers prepared for departmental work.

Mrs. May Dexter Henschell, State organizer of libraries, and Miss Carrie Waters, county librarian, presented the topic of definite co-operation between school libraries and county free libraries. School libraries maintained as branches of the county free library, could enjoy the use of a greater number and variety of books than any one district can provide. The plan proposed by Mrs. Henschell has already been adopted in several counties of our State, and meets with success and approval.

The principal topic of the day was medical inspection and school sanitation. Dr. Hoag of Pasadena, United States authority on medical inspection of children, and Dr. J. M. Callnon, superintendent of the San Bernardino county hospital, gave addresses. Dr. Hoag discussed certain observations made during his extensive practice and emphasized points which are considered important for supervisors and teachers to understand.

Mrs. Stanley is making definite plans for medical inspection of rural schools. Dr. Collnan has arranged to visit, examine pupils, and investigate conditions generally. He will report to the county superintendent and teacher, who will consult with parents and follow in the work as effectively as possible.

The convention opened at ten o'clock in the morning and continued until late in the afternoon. During the noon itermission the delegates were hospitably entertained at luncheon at the Stewart Hotel.

There were about sixty trustees in attendance besides visiting delegates. Mrs. Edward Hyatt, wife of the State superintendent of public instruction, was present and took active part in certain discussions of the day. The "convention plan" proved itself most satisfactory in this beginning, and is expected to encourage true progress in the school life of the county.


# THE GOLDEN WEST

TO EVERYONE, the words "The Golden West" is descriptive of a certain part of our country, but to those that are natives there, or live there, these words sink deep into their hearts. We want everyone to know that the Dixon Company of Jersey City, N. J., make a pencil that is rich in quality, and have given it this name. It comes both in round and hexagon shapes, and has a beautiful golden tip with a red rubber eraser.

It is made in No. 2 and No. 3 grades, and sold at so low a price, that it is within the reach of all, and is most popular with School Boards, where this style of pencil is wanted, at a minimum cost.

A card sent to our San Francisco branch, 155 Second Street, will bring a prompt response, with full particulars as to cost, method of purchase, etc.

**Joseph Dixon Crucible Company**

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Visitors to Our City Please Note Prices Quoted Below

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As It Should Be Done .....50 cts.

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Plain 35 cents, Waved or Puffed.....50 cts.

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San Francisco, Cal. (Two Doors North)

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PRESENTS PERFECT PROGRAMS
FEATURED FILMS


Sound travels at the rate of 400 yards per second. Exceptions to this rule: Scandal, 1000 yards; flattery, 500 yards; truth, 2½ yards; alarm clocks:—?—

* * *

**A Plausible Hypothesis**

A teacher had been telling her class all about the wonders of the ocean.

"Now, Freddie," she said, "why does a whale live to be a thousand years old?"

"I guess, ma'am," replied Freddie, "it's because there is nothing in the ocean big enough to swallow him."

## A DIGEST OF THE NEW SCHOOL LAWS PASSED BY THE LEGISLATURE AND SIGNED BY GOVERNOR JOHNSON

**Courses of Study in Normal Schools**

**Senate Bill No. 447,** amends Sec. 1518 and Sec. 1519 of the Politcal Code, adds a new section thereto, numbered 1518a, and repeals Sec. 1492, relating to the joint board of normal school trustees.

This act provides that the State Board of Education shall annually hold a session to consider and act upon matters pertaining to the several normal schools of the State. It is provided that the normal school presidents shall attend these sessions. After a thorough canvass of the matters pertaining to the various normal schools of the State, the State Board of Education may adopt rules and regulations for the government of these schools in the following matters:

First—The standardizing (a) of the courses of instruction designed for the preparation of the regular teachers of the elementary schools, and (b) of the courses designed for the preparation of teachers of the special subjects in said schools.

Second—The compiling of a list of text books from which the normal school authorities may adopt books for the use of the students of said normal schools.

Third—The prescribing of the standards of admission for students entering the normal schools, and the rules for the transferring of pupils from one normal school to another.

Fourth—The prescribing of standards for graduation from the various State normal schools.

In general, all of the functions heretofore possessed by the joint board of normal school trustees have been transferred to the State Board of Education. This change is a logical one because the president of the normal schools at one time largely constituted the State Board of Education. At this time the State board has under its charge the whole school system of the State of California. When the present State Board of Education was created, the function of providing for the courses of study of the normal schools was allowed to remain with the joint board of normal school trustees. The members of this board represent the various normal schools of the State, but they do not represent the public school system, consequently the above change in the law was felt to be necessary not only by the school people of the State, generally, but also by the representatives of the normal schools.

**Special Certification**

This act also provides that the State Board of Education shall establish and prescribe, by general regulation, the qualifications upon which county boards of education may grant to any person a special certificate to teach any special subject or subjects in such grades as are mentioned therein, provided that no qualification shall be prescribed for certification to teach a vocational subject, unless the candidate shall have had, as a minimum, three years experience as a journeyman or (or where this termonology does not apply) its equivalent in the vocation in which he desires certification.

The State Board of Education is also empowered to grant special credentials upon which county boards of education may grant special certificates to teacn special subjects, to such individuals as possess qualifications equivalent to those specified as above.

In fact, the above places the whole matter of certification in special subjects in the hands of the State Board of Education.

**Text Books State Institutions**

**Assembly Bill No. 1395,** adds a new section, 1519a, to the Political Code, providing for the furnishing of State text books to such State institutions as give instruction in the elementary school branches.

**Senate Bill No. 424,** amending Sec. 1543 of the Political Code provides the manner in which boards of trustees, or boards of education of elementary school districts, located within a high school district, wherein the high school provides an intermediate school course, may pay the tuition of pupils of the seventh and eighth grades, who are attending said intermediate course.

This act also omits that provision whereby the county superintendent was given the power to certificate for two years graduates of the University of California, and graduates of Leland Stanford Junior University.

Subdivision twelfth has also been amended to clear up that part which refers to appointment of members of boards of trustees, or of high school boards, to fill unexpired terms.

Subdivision eighteenth has also been amended, providing that the money received from the National government upon account of the education of Indian children shall be paid into the special school fund of the district instead of into the county school fund of the same.

**County Superintendent's Report**

**Senate Bill No. 422,** amending Sec. 1544, of the Political Code, provides that the county auditor shall deduct $100 from the county superintendent's salary, if he fails to make a full and correct annual report to the State superintendent of public instruction. Heretofore, some county superintendents have been negligent about their annual reports. In consequence the State office has not been able to make the fall apportionment of State school money on time.

**Section 1581**

**Assembly Bill No. 212,** amending Sec. 1581 of the Political Code, provides that when a newly created district becomes a part of a union school district prior to the second Monday of September following the date on which said order was made, said district shall be exempt from the provisions of this section.

**Assembly Bill No. 1227,** amending Sec. 1593 of the Political Code, provides in subdivision fourth that when the superintendent appoints a person to fill a vacancy on a board of school trustees, said appointee shall hold office for the remainder of the unexpired term.

**Assembly Bill No. 775,** amends Sec. 1595 of the Politcal Code, and provides that should the trustees fail to call an election within ten days of the date for the same any three electors may call said election any time within the next five days.

**Assembly Bill No. 657,** amending Sec. 1615 of the Political Code, provides that the terms of office of the trustees of school districts shall begin on the first day of May, instead of on the first day of July, as provided in the original law.

**Kindergartens**

**Senate Bill No. 809,** amending Sec. 1617c of the Political Code, provides that after a kindergarten, or kindergartens, have been established and maintained for one year, the number of additional kindergartens which may be maintained shall be determined bv the governing body of the school district.

It also provides that should one of the kindergartens established within a district lapse, the funds of the same shall revert to the kindergarten fund of the district.

It provides further that the tax rate for the support of kindergartens shall not exceed 10c on the $100 of the taxable property of the district, and that said tax shall be in addition to all other taxes levied for the support of the public schools.

**Intermediate Schools**

**Senate Bill No. 439,** adds a new Sec. 1750a and 1617d to the Political Code. The purposes of this measure are as follows:

(1) It will legalize intermediate schools already established in California. The schools are found in Los Angeles, Berkeley, Palo Alto, Chico, Santa Rosa, Oakland, Alameda, San Francisco, Pasadena, Pomona, Santa Monica, Long Beach, Orange, Anaheim, Santa Ana and San Diego. The intermediate school has no legal status. Its enrollment consists of both elementary and high school students. Since the funds of elementary and high schools must be kept separate, it is necessary at present to draw two warrants for each expenditure—one warrant to pay for the share of the elementary school, the other to pay for the share of the high school.

Complications have arisen with regard to funds, certification of teachers and courses of study. By giving the intermediate school a legal status these difficulties will be overcome.

(2) It will enable small communities to establish intermediate schools by a majority vote of the people. At present intermediate schools are found only in cities where the elementary school district and the high school district have the same boundaries and where the same board governs both elementary and high schools. Under this bill, union high school districts consisting of several elementary school districts, may establish intermediate school courses.

(3) The elementary school funds are amply safeguarded by the bill. It is provided that an elementary school district may pay to the high school district for the education of a pupil in the seventh or eighth grade an amount which shall not be more than the average cost of educating a pupil in the elementary school.

**Vacation Schools**

**Senate Bill No. 736,** amends Sec. 1619, of the Political Code, and provides that vacation schools may be maintained, the cost thereof to be paid out of the special funds of the district. No vacation school can be established until a school of equal grade has been maintained for a period of at least eight months.

Many cities now maintain these schools, most of the schools being located in congested centers. It is better to have these pupils in school during vacations than to have them in the streets where their lives are constantly in peril and where they are constantly subject to vicious influences. The law is permissive. State and county school funds cannot be used for the support of vacation schools.

**Back to the Three R's**

**Senate Bill No. 849,** amending Sec. 1665, of the Politcal Code, aims to secure ample time for the essential branches taught in the public schools. We hear a great deal of fads and fancies and special subjects at this session of the legislature. If this bill is approved, every school in the state will be compelled to give at least three-fourths of the time each week in the first six grades to the essential subjects which are enumerated in the bill. In the two upper grades, at least twelve and a half hours each week must be devoted to these branches.

**Alcohol and Narcotics**

**Senate Bill No. 392,** amending Sec. 1667 of the Political Code, provides that examinations for graduation from elementary schools shall include examination in effects of alcohol and narcotics on the human system. It also requires normal schools to teach the effect of alcohol and narcotics.

**Home Teachers**

**Senate Bill No. 427,** adds a new section, 1617b, to the Political Code. Under the provisions of this act, a school district may employ one "home teacher" for every 500 units of average attendance. Such "home teachers" shall work in the homes of the pupils, instructing children and adults when necessary in matters relating to school attendance and preparation therefor; also in sanitation, English language, household duties and citizenship. "Home teachers" are to be paid out of the special fund.

The act will afford an effective means of assisting immigrants to understand and appreciate American institutions.

**Cigarette Smokers, Attention!**

**Senate Bill No. 842,** amending Sec. 1685, of the Political Code, provides that smoknig cigarettes upon the school premises shall constitute good cause for suspension or expulsion from school.

**Library Fund in Cities**

**Assembly Bill No. 560,** amending Sec. 1714, of the Political Code, provides that a sum not to exceed eighty cents for each child in average daily attendance in a city or city and county shall be apportioned as a library fund. During the last two years there has been a shortage in supplementary books in the elementary schools. An old law relating to the library fund was strictly interpreted and many schools have suffered.

**High School Boards**

**Senate Bill No. 423,** amending Sec. 1730, of the Political Code, provides that members of high school boards shall take office the first day of May, instead of the first day of July, and provides that in newly organized high school districts, one member shall be elected to hold office until the first day of May next succeeding, two members shall be elected to hold office until the first day of the second succeeding May, and two members shall be elected to hold office until the first day of the third succeeding May. Thereafter, their successors shall be elected as provided for in Section 1731 of the Political Code.

**High School Boards**

**Senate Bill No. 710,** amending Sec. 1731, of the Political Code, omits that part of the section which provides that the members of the high school board in newly organized districts shall determine by lot the lengths of their respective terms of office. It will be remembered that Senate Bill No. 423, amending Section 1730, provides for the lengths of the terms of the members of such boards.

Another change in the original law is to the effect that a member of a high school board appointed by the county superintendent to fill a vacancy shall hold office for the remainder of the unexpired term.

**Assembly Bill No. 345,** adds a new section, 1739a, to the Political Code. This measure, in effect, provides for changing all county high school districts into as many union high school districts as there are county high schools main-

tained within said county high school district. It provides that these new high school districts shall be administered and maintained in the same manner as other union or joint union high school districts are managed and maintained.

The act provides for the division of all funds standing to the credit of the county high school district at the time of the reorganization. This act places every high school maintained as a county high school under the management of a lay board of trustees elected as other union high school boards are elected.

**High Schools May Use County Library**

**Senate Bill No. 611**, amending Sec. 1741, of the Political Code, provides that the high school board of any high school district lying wholly or partly in a county maintaining a county library shall have power to enter into a contract or agreement with the board of supervisors of said county, whereby the high school may secure the advantage of the county library upon such terms and conditions as may be fixed in the contract or agreement. Most of the counties now maintain county libraries at considerable expense. These should be placed at the disposal of high school pupils throughout the county. This bill will enable high school boards to arrange for branch county libraries in the various high school buildings.

**Assembly Bill No. 1213**, amends Sec. 1729, of the Political Code in such a manner as to provide that where an election is held for the purpose of forming a union or joint union high school district, a majority of the votes cast in each of such high school districts is necessary to form such union or joint union high school district.

**Report on High School Text Books**

**Senate Bill No. 820**, adds a new section, 1743a, to the Political Code, which provides that principals of high schools shall make out annually and deliver to the State Board of Education a report of text books in use, a list of the teachers employed and a statement as to the grade of certificate held by each of the teachers. The filing of such reports is necessary if the high school text book law and the certification law are to be enforced.

**High School Principals' Convention**

**Assembly Bill No. 444**, adds a new section, 1752, to the Political Code. This measure authorizes the State Board of Education to call conventions of high school principals and makes it a duty of principals to attend these conventions, their expenses to be borne by the district. The purpose of this measure is to secure greater standardization of high school work through discussion and conference with the principals. The commissioner of secondary schools will be chairman of these conventions, and will prepare the program.

**High School Teachers and Courses of Study**

**Senate Bill No. 531**, amends Sec. 1750, of the Political Code. The primary purpose of this measure is to make the present law relating to the adoption of high school text books effective. This law was enacted in 1909, in response to a public protest against frequent changes in high school text books. It provides that local high school boards shall adopt books for a period of four years from a list prescribed by the State Board of Education. In 1913 the office of commissioner of secondary schools was created by law. This commissioner was charged, among other duties, with that of enforcing this law. On investigation he found that most high school boards, especially in smaller cities and towns, had made no adoptions. He found a few schools in which practically all the textbooks were changed in one year, thus involving the pupils and parents in considerable unnecessary expense. Out of more than 250 high school districts, he found only five districts that had entered into contracts with book publishers as required by law.

This bill eliminates the contract feature; first, because it was not effective, and second, because the attorney-general gave it as his opinion that a high school board could not contract with a publisher for the purchase of a book by the pupil. Since the contract feature has failed, this bill proposes that high school boards shall report directly to the State Board of Education. If changes are made contrary to law, it is provided that the state high school fund shall be withheld until the law is obeyed.

A second feature is that relating to vocational and commercial schools. The supreme court has held that under the present law no high school can share in state funds unless it maintains a course leading to the university. This bill recognizes that commercial and vocational schools that prepare for life, should be allowed to share in state aid.

The third provision relates to the approval of high school courses of study by the State Board of Education. This was not advocated by the state board; it was inserted in the original draft of the bill at the request of member of the legislature. This bill will give the state board an opportunity to advise local boards against experiments that have failed elsewhere. It will also give the state board the right to insist upon the teaching of certain subjects such as American history and civics. It does not mean interference with local affairs; it should mean assistance in solving local problems economically. If the state board refuses to approve, the local community has its recourse. It may establish its course of study; it loses only its state high school fund, which amounts to fifteen dollars per pupil.

**Post-Graduate Elementary School Course**

**Assembly Bill No. 352**, amends Sec. 1779, of the Political Code. This act has for its purpose the extension of school benefits to children in outlying districts for one or two years beyond the elementary school course. With our eight year course of study, children are completing the elementary school at the age of fourteen or fifteen. In mountain and other outlying districts, these children have no opportunity to continue work in high schools. Their educational opportunities are much restricted. This bill aims to secure a better chance for the boys and girls of the sparsely settled districts. Under this law, these children may continue in the little district school, getting as much instruction as the teacher can give them. Most of the outlying schools are small, so the instruction of these children will not work a hardship on the teacher. Provision is made for the counting of the average daily attendance of these pupils.

**Assembly Bill No. 937**, amends Sec. 1791, of the Political Code, to conform with the amendments to Sec. 1771, 1772 and 1775, of the Political Code, relating to the certification of teachers as found in Senate Bill No. 1236.

**Attendance of Ill Children**

**Senate Bill No. 770**, amends Sec. 1858, of the Political Code. Subdivision fourth of the section is amended to provide that the attendance of children absent on account of illness shall be counted for a period of not to exceed five days for any one pupil in any school year. This attendance shall be reported to the county superintendent of schools separately from the attendance of those actually present, and shall be used in estimating the average daily attendance for the apportionment of all funds remaining after the apportionment on the teacher basis has been made. It is provided that this attendance shall not be included in the report of average daily attendance made by the county superintendent of schools to the superintendent of public instruction.

**Counting Attendance**

Subdivision fifth is amended as follows: It defines the minimum school day, and provides for the method of keeping attendance in the regular elementary day schools. It also provides that the actual time during which pupils attend a part time day school, or evening school, shall be counted and establishes 240 minutes as a full day's attendance in such schools. This, in effect, provides that local school authorities may establish continuation courses for children not in attendance in the regular day schools, and count their time, and return the same with the average daily attendance of the secondary or elementary school attendance, as the case may be. It also


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Note.—The recent legislature enacted a law which requires Boards of Education, Trustees, etc., to give preference to books compiled within and printed and published in California. The law applies to the above book. Boards of Education should patronize home industry provided of course that the books have merit.



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CONTEST CLOSES SEPT. 15, 1915

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Selden C. Smith,
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provides that should a pupil attend a night school for one hour, such attendance would be equal to one quarter of a day; should he attend one and one-half hours, his attendance would equal three-eighths of a day; should he attend two hours, his attendance would equal one-half of a day; and should he attend two hours and fifteen minutes, his attendance would equal nine-sixteenths of a day.

**Payment Bonds**

**Senate Bill No. 101,** amending Sec. 1885, of the Political Code, provides that bonds and the interest thereon shall be payable in gold coin, or in lawful money of the United States, as specified in the notice calling the election. Where such specifications have not been made in the call, the board of supervisors shall have the power to prescribe in the form of the bonds whether they are to be made payable in lawful money of the United States, or in gold coin of the United States.

**High School Cadet Companies**

**Senate Bill No. 865,** amends the act to provide for the organization, control, and equipment of high school cadet companies. The amendment provides that the commissioned officers of such companies shall be appointed and commissioned by the adjutant-general of the State of California. The act further gives the adjutant-general power to organize the companies of the high school cadets into one or more regiments, and to appoint and commission the necessary officers to command the same. It is provided that all cadet officers shall be appointed from the senior and junior classes of the high school. Provision is also made for an annual inspection of high school cadet companies by officers of the National Guard or Naval Militia. The act also makes the principal of the school responsible for the property of the high school cadet companies under his jurisdiction.

It is further provided that the governor may commission in the same manner as National Guard officers are commissioned, a commandant of cadets for duty in each high school having one or more cadet companies. Other minor changes, too numerous to mention, have been made in this act.

**Assembly Bill No. 596,** appropriates $13,000 to defray the expenses of equipping and maintaining high school cadet companies for their biennial period.

**Conservation Day**

**Senate Bill No. 1240,** amends the act of March 3, 1909, establishing Bird and Arbor Day. The only change in the original act is the inclusion of the term "conservation" with Bird and Arbor.

**Compulsory Education Law**

**Senate Bill No. 735,** amends Sec. 4, of the Compulsory Education Act so as to provide for "an attendance officer and assistant attendance officers" instead of "attendance officers" as at present. Under the act as amended, all attendance work will be directed by one man instead of being handled by several attendance officers acting independently. The proposed bill also provides that a district, in order to be entitled to an attendance officer, must have at least 300 children in average daily attendance. At present the law requires 600 census children. The school census was discontinued several years ago, so this change is made to make the law conform with the present method of counting children in average daily attendance. The bill also provides that not more than one attendance officer shall be appointed for every 7500 pupils in average daily attendance. The present law provides that not more than one attendance officer shall be appointed in any city or city and county containing more than 20,000 school census children. The change has been made to bring the law in harmony with the present method of keeping school records.

The law provides that the appointing authority may also appoint and remove at pleasure one or more deputy attendance officers to serve without compensation. This will enable school boards to deputize probation officers and school principals. Provision is made that the board of supervisors may appoint school attendance officers to serve in districts which are not provided with paid school attendance officers. These attendance officers shall be appointed only on recommendation of the county superintendent of schools. Not more than one attendance officer shall be appointed for each 7500 pupils in average daily attendance in the portion of the county in which such officers shall be appointed to serve.

**School Bonds**

**Senate Bill No. 99,** is an act validating the proceedings of officers relative to the issuance of bonds, and validating such bonds as have been issued by these officers.

Sec. 2 provides a method for the payment of the principle and interest on bonds.

Sec. 3 provides that bonds sold at less than par, or bonds issued without the consent of two-thirds of the qualified electors, shall not be validated by the act.

The general purpose of the measure is to hinder technical errors arising in the process of bonding from invalidating the issue of school bonds.

**Validating School Districts**

**Senate Bill No. 100,** is an act confirming and validating the organization of school districts. This measure is also to hinder the invalidation of bonds arising out of technical errors made in establishing new school districts.

**Selection of School Architect**

**Senate Bill No. 234,** repeals "An act to regulate the erection of public buildings and structures" approved April 1, 1872. Under that act a school board contemplating the erection of a building was obliged to advertise for plans and specifications in detail. A competing architect was obliged to incur an expense amounting in some instances, to several hundred dollars, to draw plans and specifications which were rejected. In some competitions the expense incurred by all the competing architects amounted to several thousand dollars. The law has already been repealed in so far as it relates to public buildings other than school houses. The act of 1872 ceased to serve a purpose and was a hindrance to progress in school architecture.

**Assembly Bill No. 675,** is an act prohibiting the sale, gift, or delivery of intoxicating liquor at public school houses, and prescribing penalties for the violation of the provision.

**Alien Teachers**

**Senate Bill No. 1218,** is an act providing that aliens, who have declared their intention of becoming citizens of the United States, may be employed in the public schools of the State, or in other schools supported in whole or in part by the State. It also provides that native born women of the United States, who have married foreigners, may be employed in such schools.

The act exempts teachers in the colleges and the universities from the penalties of the same. It provides that any person, who has not secured his certificate of naturalization within six months after the time he is entitled by law to secure the same, shall not be deemed to have declared his intention to become a citizen.

The act validates all salaries paid to alien teachers upon account of service rendered in the past.

**Senate Bill No. 689,** amending Sec. 443, of the Political Code, increases the amount appropriated by the State, in addition to the funds provided by the constitution, from $13.00 to $15.00 per annum for each pupil in average daily attendance in the elementary schools of the State. This replaces seventy per cent of the amount lost on account of the repeal of the poll tax.

**Senate Bill No. 448,** amending Sec. 1489, of the Political Code, provides that the presidents of the normal schools shall be ex-officio secretaries of the various boards of normal school trustees, and provides for the appointment of assistant secretaries by said boards.

A new subdivision, No. 14, provides that the boards of normal school trustees shall establish and maintain courses of study only in accordance with the rules and regulations prescribed by the State Board of Education.

**Senate Bill No. 819,** adds a new section in reference to the government of high schools.


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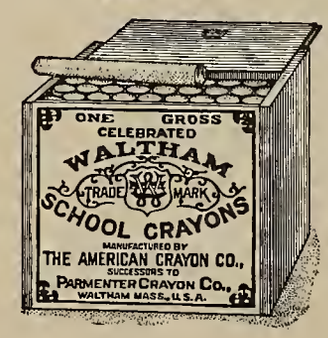


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# The Western Journal of Education

HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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## Editorial

### School Fights

The State should deeply regret the school fights that have occurred recently at Chico, Modesto, Santa Clara, Palo Alto and various other places. It does seem that the teacher, school officials, and the public should be in harmony, and that a lack of harmony is an outright challenge of the efficiency of our public school system. A school fight is an unnecessary adjunct. It is bad. It is useless. Quit fighting. Let the dove of educational peace hover over the administsration of our public schools. But if you must fight, do not bring the children into the gory fray.

* * *

The Exposition of 1915 is not an exultation, but an exaltation.

* * *

Governor Johnson gave the pocket veto to Dr. Snyder's Vocational Educational Bill, and Margaret Schallenberger's bill for Rural Supervision. The Commissioners gave earnest and intelligent consideration to those laws, and the educational forces regret that the inauguration of two such important educational measures has been postponed.

* * *

### Crabtree Sends a Questionaire

President Crabtree, of the River Falls, Wis., normal school, sends out a brief questionaire on the subject of giving endorsements to canvassing agents, and on the canvassing method of selling books to teachers and schools. He does not include school apparatus and furniture, nor school boards, and does not himself express any definite opinion on the subject of the questionaire; but the tone of his letter indicates that he takes the paternalistic view of "protection" to the teachers from the wiles of the book agent. Why not also protect them from the insurance agent, the seller of stocks, the patent medicine advertiser, the horse trader, the picture dealer, the politician who wants their votes, the minister who tries to "git 'em to jine the church," the "professor" who invites them to come to the normal school, and the fellows who persuade so many of them to quit teaching and become housekeepers? Why not the seclusion of the nunnery? And who are to be the guardians to "protect" the babes in the woods from contact with the cold, cruel, deceitful world and the naughty, naughty men?

The sheltered life makes weaklings. Keep a boy in a barrel and feed him through the bunghole and he won't play with "those bad boys," but will he grow strong? Make it impossible for a teacher, or anyone else, to go wrong and you deprive him of a sacred right—the right to make a mistake. God might have built a barbed wire fence around the tree of the knowledge of good and evil, or he might have kept the serpent in a cage; but he did not. Crabtree's questionaire suggesting "protection" had not yet been issued at that time.—The Western Teacher.

* * *

We read the above with the solemn conviction that modern reforms, including the removal of temptation from men and women, are only half right. Nature puts up a good fight for self-preservation. Here is to the man who is a man whether environed by paternal laws, or whether he lives above or below laws without breaking them, provided he lives, and renders service.

* * *

C. L. Biedenbach, principal of the Berkeley High School has issued a four page bulletin on the recent trouble in the high school in reference to student co-operation. It is a well written document, and a convincing argument in favor of a democratic spirit and high ideals in school government.

* * *

### The N. E. A.

August 16-28 will be held the greatest educational convention in all history. Dr. David Starr Jordan will preside. Teachers from everywhere will attend. It will mark the high tide of the educational support of the 1915 Exposition. Will Oakland prove equal to its opportunity? We know that Superintendent Frick, Superintendent Barker and others will do their part. The citizens, however, must help. The hotels that profit by the incoming educators should do their part. Oakland has a splendid opportunity to extend a joyous hospitality to the most important guests of the year.

* * *

### The World's Greatest University

The Panama-Pacific International Exposition is the world's greatest university. It has sbeen called the greatest show on earth. It is not a show. It is an education. The student of the Exposition will acquire a broad knowledge. He may not get a degree. He will have an opportunity to secure more than a diploma, more than graduation can give him, a broad and almost universal knowledge of the modern world in its finest interpretation. Teachers and students cannot afford to miss its splendid vizualization of the things worth while.

The following paragraphs, taken from the Congress Program, arranged by James A. Barr, sums up with remarkable brevity, the entire convention period:

"The Panama-Pacific International Exposition may be considered a world university for 1915. The director-in-chief, the chiefs of departments, the officers of the many congresses might be considered members of the faculty; the Exposition, in fact, all California, a working laboratory; the world at large the student body. If one should become satiated with conventions and congresses there are forty-seven miles of booths of wonderful, inspiring things to be found in the eleven great exhibition palaces; in all of the beautiful State buildings, many of them works of art in themselves to say nothing of their exteriors; on the Joy Zone, the greatest amusement district that has ever been conceived. It would take a book to tell of the joys of the joy zone; of its reproductions of great historical events; its solid mile of amusements of all kinds, and of its novel entertainment features.

The Exposition is the musical center of the world this year. Daily the program contains band concerts by organizations, the names of which are household words in Europe and America. Such conductors as Sousa, Pelz, Saint Saens, Max Bendix, Creatore, Pares, all internationally famous, have been engaged to lead their respective organizations at various periods during the fair. Splendid orchestras under the leadership of musical geniuses, will be heard at various times in Festival Hall, the Exposition temple which has been dedicated to music, besides daily pipe organ recitals by forty noted organists."

* * *

### Intelligence vs. Intellectual

Nicholas Murray Butler has made an analysis of the intellectual and the intelligent man. There is a wide difference. The intellectual man may know one thing well. The intelligent man, however, has an open mind.

## Education Notes

W. A. Pratt, formerly principal of the El Cajon High School, San Diego county, has been elected principal of the Coronado High School. The Coronado Board of School Trustees, issued a neat and attractive bulletin announcing Mr. Pratt's election, printing his letters of recommendations, his credentials, etc., so that the patrons of the school could have direct information of the new man in charge of their school.

* * *

Dr. E. P. Cubberley, of Stanford University, has been appointed to make a survey of the educational system of Oakland.

* * *

W. M. Mackay, principal of the Chico High School, has been elected principal of the High School at Fairfield, Solano county, and Irvin Passmore of the Fairfield School has been elected to succeed Prof. Mackay at Chico.

* * *

Laird & Lee of Chicago, extend a cordial invitation to all teachers attending the Panama-Pacific Exposition to avail themselves of the conveniences of our exhibit in the Palace of Education. Telephone service and stationery is provided, a pleasant place to rest, and Mrs. Southback, who is in charge, can tell you anything you want to know about the exposition and the many other places of interest in the Golden West.

* * *

President Benjamin Ide Wheeler of the University of California, is in the East on a lecture tour. He will deliver addresses at Brown University, at Colgate and at the University of Nebraska.

* * *

The State Board of Education granted pensions June 1 to the following thirty-four retired California teachers: Robert A. Badger, Middleton; Thomas Brady, San Jose; Mary I. Brown, Newark; Adele I. DeBerry, Mesa Grande; Frances Doom, Grass Valley; Hattie M. Frazee, Sacramento; Anna S. Griswold, South Pasadena; Mary Hanley, Redwood City; Mary C. Heaton, Oak-

land; Lida M. Henry, Rialto; Emily House, Whitmore; Anne E. Hucks, San Francisco; Mary E. Jamison, Auburn; Cora W. Kennedy, Chico; Jennie C. Lundt, San Francisco; Mrs. M. E. Maguire, San Francisco; Ida A. Martin, Oakland; Margaret D. Merrill, Sacramento; Joseph G. O'Neill, Nevada City; Herbert Patten, Claremont; Mrs. Sylvia L. Powers, Pomona; Mrs. Mary A. Ramsdell, Los Angeles; William J., Rogers, Truckee; Ida Ruff, Oroville; Rose V. Searles, Knights Ferry; Mary Sleeper, San Francisco; Josephine F. J. Smith, Le Grand; Rose A. Shrimplin, Los Angeles; Mrs. Jennie L. Thorpe, Healdsburg; J. C. Titchworth, San Francisco; Mrs. T. B. Tyerman, Milton, Pa.; Nellie M. White, Los Angeles; Mrs. Mary V. A. Wight, San Anselmo; Joseph B. Wilkinson, Cathay.

* * *

Madame S. Lora Bona, the dramatic reader and lecturer of New York City who was on her way to Australia, but had not gone beyond the Pacific Coast when war conditions prevented her going further, is remaining in San Francisco. And has expressed herself as being pleased with the reception accorded her by many of the society and club women of this city. Madame Bona has been heard in the homes of some of the leading people here, and recently appeared before the Sequoia Club, also St. Stephen's Church. She is living at the Hotel Beresford in Sutter street, where she is carrying on a branch of her work which is most needed; not so much to train the ladies to become dramatic readers, as to improve their speaking voices, destroy the nasal quality so severely criticized by foreigners and improve their diction. Her summer rates seem to prove attractive to the ladies. * * *

The State pension fund for teachers from July 1, 1915, to June 30, 1916, will amount to $127,590.39, according to estimates given out by the State Board of Education, an increase over last year of approximately $25,000. Of this amount San Francisco will receive almost 25 per cent, pensioned educators residing in this city receiving $38,974.20. There are now 340 former California teachers drawing pensions from the State.

* * *

**A New High School**

Eight school districts of the county have organized to build a union high school for Victor Valley. The location, though not finally decided on, will probably be Victorville.

* * *

**City of San Bernardino**

The April reports of San Bernardino city schools shows an attendance of 480 high school students and 2462 pupils in the elementary schools. This is a larger attendance than has been recorded during this season of any previous year.

* * *

**San Bernardino Polytechnic Group Ready in the Fall**

The new polytechnic high school, a group of buildings costing $250,000, the cornerstone of which was laid on March 4, is to be ready for occupancy when the next school year opens in September. It will consist of five structures, located north of the center of the city, with a modern athletic field, and is to accommodate more than 800 pupils. Buildings for a cafeteria and a gymnasium will be erected later.

The general plan is that of grouping the buildings around one large central building so as to form two quadrangles. One is in front with the east side open. The other is in the rear with all four sides to be enclosed by buildings. Within this quadrangle is an outdoor auditorium that seats 5000 people. The classic style of architecture is used, the buildings having light colored cement walls and the roof being of red tiling. The large central structure is the administration building, two stories and basement. It contains the offices, an auditorium seating 1800 people, a music hall, library, outdoor studyroom, classrooms, and a general storeroom. The stage for the auditorium is of a reversible design; immediately in the rear of it are large sliding doors the entire width of the stage, and when these are opened it is transformed for use of the outdoor auditorium.

To the north is the science hall, which contains the laboratories and lecture rooms for chemistry, physics, agriculture, botany, physical geography, zoology and electricity. The home economics building is two stories high and in it will be found the departments of cooking, sewing, millinery, laundry, art work, drawing, painting, metal hammering, clay molding, and a model home apartment. The hall of classics is a like structure, containing the departments of mathematics, English, history, language and commercial work. The manual arts building will have a fully equipped foundry and machine shop, wood working and draughting facilities.

The athletic field is planned after that of the University of Pennsylvania.

Plans are so arranged that buildings can be added at a small cost, increasing the capacity to 1500 students.

* * *

The Gregg System of Shorthand has been awarded the highest medal by the Jury of Awards of the Panama-Pacific International Exposition.

* * *

Dr. Marie Montessori will conduct a training course in connection with the San Francisco State Normal School, and a course at the Exposition in August, September, October and November.

* * *

Do not fail to read the notice of Ginn & Co. in this issue offering fifty dollars cash to talented high school pupils.

* * *

W. H. Langdon, president of the State Board of Education, will be appointed Superior Judge of Stanislaus county, by Governor Johnson.

* * *

The State of Nevada has recently adopted text books for the ensuing year.

Ginn & Company, Selden C. Smith, Pacific Coast manager, secured adoption of readers, arithmetic and music. The arithmetic adopted displaces the McClymond & Jones published by the American Book Company. Silver Burdett & Co. and D. C. Heath & Co. also secured a number of adoptions.

* * *

## CRAYON EXHIBIT ATTRACTS ATTENTION OF TEACHERS

**American Crayon Company Has Excellent and Comprehensive Display in Exposition's Palace of Education**

There has been a great deal of interest manifested among our leading educational authorities in the unique and interesting exhibit of the American Crayon company at the Panama-Pacific International Exposition in San Francisco. In it is an excellent showing of chalks and crayons of many varieties, manufactured by the company, but the real value and splendid quality of their products is clearly demonstrated in a large collection of beautiful drawings made with their materials.

The great value of this art collection has been made posible because it was carefully chosen from the schools of the whole United States. It is unique and unparalleled. Miss Florence E. Ellis has been traveling for the past two years, visiting normal schools, art schools, universities, and the public schools in the most important cities in every State, studying art conditions in the schools. Miss Ellis was for seven years Director of Art of the schools of Cleveland, Ohio, was President of the Art Department of the National Educational Association, and two years President of the Western Drawing and Manual Training Teachers' Association. This wide latitude of experience has given Miss Ellis most unusual opportunities to study school work and conditions and this special training has made her particularly adapted to this work.

The American Crayon Company has made every effort and spared no expense to have their exhibit the most excellent possible and of the highest value educationally. Teachers will find it an inspiration and most helpful. Indeed, if this were the only Art Exhibit at the Exposition, it alone would repay the art teacher, or grade teacher, who is alert and striving for greater efficiency in her work, who wishes to learn better methods and mediums, a trip to the great Exposition. This exhibit is in the Palace of Education, in the Fine and Applied Arts' Department, and fits into the great general educational scheme. No art teacher can afford to miss a visit to the Panama-Pacific International Exposition and this exhibit.

* * *

President Rich has secured a remarkable faculty for the Summer Session of the Santa Barbara Normal School of Manual Arts and Home Economics. We doubt if any other Summer Normal School in the country can get together so many notable names. The list is as follows:

Miss Adnah A. Rich, president; Miss Mary H. Tracy, Dean of Faculty, Education, all departments; Miss Malcolm Huff, B. S., Columbia University, Design all departments; Miss Nell A. Miller, B. S., University Illinois, Director Home Economics; Miss Bonnie Scholes, B. S., University Wisconsin, Home Economics; Miss Gwendolyn Stewart, M. A., University of Illinois, Home Economics; Miss Charlotte Ebbets, Pratt Institute, Dietetics, Institutional Management; Mrs. Nelle Welles Parr, B. S., University of Illinois, Home Economics; Miss Hazel W. Severy, A. B., Stanford University, Science; Miss Una Richter, Bryn Mawr, Johns Hopkins, Science; Miss Winifred Frye, Domestic Art, Milwaukee, Downer College; Miss Mary A. Boyer, Household Arts, Normal School of Boston, Embroidery, Weaving, Tooled Leather, Basketry, Wood-carving, Domestic Art; Miss Mercy Brett, Froelich Art School, Private Instructors, Metal; Mr. N. Dana Cook, A. B., Stanford University, Industrial Arts; Mr. Chas. Robinson, A. B., University of California, Santa Barbara Normal School, Manual Arts; Mr. Josef Sandberg, Boston Institute Technology, Sloyd Training School, Sweden, Manual Arts; Miss Elizabeth Stoner, Boston Normal School of Gymnastics, Medical School, Folk Dancing, Girls' Athletics, Playground.

# Southern California Section

By James V. Kelleher

**School Trustees Gather and Compare Notes**

One of the most interesting and best attended of the conventions of school trustees in the history of the county was that which took place in the superior court room throughout the day yesterday. There were about seventy-five delegates in attendance, representing every part of the county.

The morning session opened with a most interesting talk by Miss Porter, appointment secretary of the Los Angeles Normal School on the subject: "The Relation of the Trustee to the State Normal School."

Mrs. May D. Henshaw of Sacramento, connected with the saff of the State librarian, spoke on the subject: "The County Free Library and the Public Schools."

County Superintendent Reynolds discussed the subject: "The Grand Jury Report on Educational Affairs."

In the afternoon William C. Wood, State commissioner of high schools, with headquarters at Sacramento, gave a delightful talk on "Recent School Legislation."

S. D. Thacher spoke on the subject: "The Difficulties of the Teacher and the Need of the Trustee Supporting the Teacher."

Mark Keppel, county superintendent of public instruction in Los Angeles schools, chose as his subject, "The Duties of the School Trustee."

He pointed out the fact that the great need of the day is to work in regular business meetings, and urged that the law be followed absolutely.

He told of the necessity of trustees reading carefully the recommendations which teachers bring, showing that what is omitted frequently is of greater importance than what is actually said.

Those who attended the convention were: M. Stone, Simi; E. R. Hill, Montalvo; Ralph Churchill, Santa Paula; C. I. Thacher, Moorpark; D. Snodgrass, Willow Grove; R. S. LeBard, Cienega; W. D. Blair, Mound; S. L. Hatter, Torrey; Hilma A. Hiller, San Cayetano; Thomas Gaynor, Punta Gorda; F. A. Snyder, Somis; G. N. King, Fillmore; B. F. Barr, Oxnard; C. A. Harmonson, Fillmore; C. G. Worsham, Las Posas; Frank Wadleigh, Del Norte; Richard Heckman, Timber; D. H. Bartells, Bardsdale; Henry Wege, Casitas; C. I. Gilmore, Hueneme; M. Willett, Avenue; Irving Hunt, Santa Clara; S. G. Gisler, Colonia; G. S. Wilson, Temiscal Joint; W. S. Waring, Piru; G. Maltby, Piru; J. P. Munger, Riverside; W. C. Thompson, Summit; Mrs. Bertha Bay, Summit; E. S. Thacher, Nordhoff; F. M. Smith, Santa Paula; T. A. Rice, Oxnard; C. B. Cloyd, Santa Paula; C. J. Train, Mill; C. R. Cox, Del Norte; Mary W. Cornett, Moorpark; W. K. Fish, Fairview; W. S. Rotsler, Santa Paula; T. W. Middleton, Santa Rosa; A. C. Hardison, Santa Paula; M. H. Butcher, Santa Paula; S. D. Thacher, Nordhoff; S. M. Sheldon, Matilija; J. A. Davy Jr., Summit.

* * *

Supt. O. M. Gardner of Lakeview, Ore., has been elected principal of the Holtville Union High School.

* * *

F. J. Lester has been elected to the principalship of the Holtville Grammar Schools. Mr. Lester has been a principal in the Beaumont, Texas, Schools. He is a Peabody graduate.

* * *

S. H. Thompson succeeds W. T. Randall as principal of the Brawley Union High School.

* * *

H. B. Griffin has been elected principal of the Brawley City Schools.

* * *

Supervising Principal R. R. Dickerson and wife of the Imperial City Schools, started for the Coast cities and the expositions in his newly acquired Ford. He faithfully promised his many friends not to travel faster than sixty miles per hour at any time while on his trip.

* * *

The recent expansion of Los Angeles city took into the city school system three high school districts and eleven common school districts, employing a total of sixty-four teachers. Prior to annexation several of the districts voted bonds and began work of building additional school houses. The principal bond issues were as follows: Cienega, $85,000; The Palms, $50,000; Pacoima, $25,000; Morningside, $50,000; San Fernando, $35,000; Chatsworth Park, $25,000; Owensmouth, $50,000; Marian, $45,000; Van Nuys, $50,000; Farmdale, $25,000; Owensmouth Union High $100,000; Van Nuys Union High, $120,000; San Fernando Union High, $150,000. The territory included in these districts is about 160 square miles, and brings the area of Los Angeles city school district to 360 square miles. This is almost twice the area of Los Angeles city.

Los Angeles city is maintaining a school exhibit during June and July in the old Los Angeles Normal School building at Fifth and Olive streets. The exhibit occupies thirty rooms and is most comprehensive.

* * *

Under the direction of Professor Hugh J. Baldwin, moving picture films have been prepared showing the school activities of Monrovia, Santa Monica, Venice and Los Angeles city in Los Angeles county, for exhibition at San Francisco.

* * *

The San Bernardino County Federation of Parent Teacher Associations met Saturday, June 6, in San Bernardino city. Mrs. S. U. Stewart of Del Rosa, presided. The Mount Vernon Association of San Bernardino acted as hostess of the occasion, and the address of welcome was given by one of its members, Mrs. L. A. Carson.

F. W. Conrad, San Bernardino city superintendent of schools, gave an address on child welfare, discussing particularly relations between parents and the school. The educational value of moving pictures was emphasized in a talk by Mr. C. B. Howard.

County Superintendent Mark Keppel, of Los Angeles, and Prof. Roscoe Goodall, head of the county probation committee, discussed modern evils that demand the careful consideration of teachers and mothers of school pupils of all ages. The federation passed resolutions providing for certain reforms and manifested much interest in this topic.

The convention also enjoyed the privilege of being addressed by Miss Locke, head of the kindergarten department of the Federal Bureau of Education at Washington, D. C. Miss Locke made favorable comment on California kindergarten laws. "School Credits for Outside Activities" was discussed by C. H. Covell of Redlands. The visiting delegates were entertained at luncheon by the ladies of the Mt. Vernon Association.

* * *

Tuesday evening, June 8, the Technical School of Rialto, gave an interesting exhibit of work from its various departments. The Manual Training and Domestic Act departments of the Colton schools had their work on display at the Grant school on June 10. The exhibit of the High School Art department, which proved especially attractive, will be sent to the educational section of the San Francisco Exposition. The Technical School was open to visitors during the week of June 7. The display was unusually interesting this year, owing to the fact that a great deal of the furniture will be used in the new Polytechnic High School.

* * *

Prof. B. F. Steller of the University of Southern California, made the address at the commencement exercises of the Needles High School. Superintendent J. H. Francis of Los Angeles, made the commencement address at Colton; Prof. Merriott of Pomona College, at Chino, and Dr. Daniel E. Fox of Pasadena, at San Bernardino.

* * *

The pupils of the Victorville School have been complimented on their presentation of a difficult operetta at the close of the year.

* * *

The Cucamonga Central School District, having issued and sold bonds to the amount of $20,000, will build a new school in the near future.

* * *

The work of the music department in the Colton Schools has been especially successful this year. The annual recital of the high school classes, given June 10, proved a very enjoyable event. Cowen's Cantata, "The Rose Maiden," was well rendered, and the orchestra numbers also were pleasing. A choir of grade boys gave one number. The work of Mrs. J. E. Butler, supervisor of music, was heartily appreciated.

## LIBRARY AND SUPPLEMENTAL BOOKS FOR SCHOOLS

The new law which provides that all cities in California may secure eighty cents per pupil for the library fund has been signed by Governor Johnson. The last four years have been lean years for the library funds of cities. The Board of Education in every city in California should request the superintendent to ask the supervisors for the maximum amount. The new and valuable books that have been published during the past ten years should be accessible to the children. Conditions are changing so rapidly that books of today take on an added interest. The children must be up to the minute in their reading, and sometimes should be an hour ahead of time. Help the children by giving them a splendid assortment of library and supplemental reading books. The Boards of Education should write at once for the late catologs of D. Appleton & Company, New York, Ginn & Company, D. C. Heath & Company, Educational Publishing Co., Whitaker & Ray-Wiggin Co., Little, Brown & Co., Silver Burdette & Co. and other publishers of good books. The following is the law:

Section 1714. The county superintendent of each county, or city and county, shall annually apportion to each city, or city and county, not divided into school districts, as a library fund, such sum as may be requested by the board of education of such city, or city and county, said request to be in writing and filed with the county superintendent of schools at least thirty days before the first day of the month in which the supervisors of the county, or city and county, are required by law to levy the amount of taxes required for county, or city and county, purposes for each year, but in no case shall the sum so apportioned to any district exceed eighty cents for each pupil of average daily attendance in the elementary schools of said district, as reported to the county, or city and county superintendent of schools, during the preceding school year. It is provided, that in each city and county comprising a single district, the amount apportioned shall be not less than forty cents for each pupil of average daily attendance in the elementary schools; said amount so apportioned to be deducted from the county school fund apportioned to each city, or city and county, and credited to the library fund of each city, or city and county; and it is provided, further, that if the board of education of any city, or city and county, shall fail to file said request in writing as hereinbefore provided, the county, or city and county superintendent shall apportion to the library fund of each city, or city and county, failing to make such request in writing, such amount, not in conflict with the provisions of this act, as he may deem advisable. The total amount of each such apportionment shall constitute the library fund of each city, or city and county, not divided into school districts, and shall be expended only in accordance with the provisions of section seventeen hundred twelve of this code.

* * *

The San Bernardino High School won two citrus belt honors this year, the basket ball cup from Fullerton, and the debating cup from Ontario.

* * *

The elementary schools of San Bernardino city closed May 28, three weeks earlier than the scheduled date, owing to lack of funds. Other schools in the county are greatly inconvenienced by the financial situation.

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The May report cards of San Bernardino city schools gave an enrollment of 1192 girls and 1309 boys in the grades.

* * *

Judge Hewitt of Los Angeles, has rendered a decision in a test case brought by Miss Jessie L. Sanders of Santa Monica, holding that primary teachers under Section 1687 are entitled to the same rank in salary with assistant teachers. Section 1687 is the law over which such a bitter fight was waged in the last legislature.

MESSRS. D. APPLETON and Company announce that they have in preparation a catalogue descriptive in detail of those of their publications which are especially adapted for use in school libraries. This catalogue will show a classification according to subjects and the titles will be graded according to age. Every teacher or parent who buys books for children's use is urged to write for this catalogue before making a final selection.

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## MacCONNELL ATTRACTIONS ON ZONE ARE THE WORLD'S BEST OFFERINGS

The Panama-Pacific Exposition at San Francisco has been accorded the honor of being the most selective international celebration in the history of such undertakings. Only the best of the world's offerings in the various phases of human achievement are to be seen in the different departments of the Exposition.

This selective quality seen in the architecture, in sculpture and in exhibits is also evidenced in the high class, wholesome and educational features which the Exposition management has secured for the fun Zone.

Among the best of the Exposition spectacles are "Creation," "Battle of Gettysburg," and "Battle of the Monitor and Merrimac." These attractions, of great educational value and still at the same time highly entertaining, have been put on by E. W. MacConnell, noted European concessionaire, who has been associated with practically every exposition since that at Chicago. He has reduced to a science the entertainment of world-crowds. In addition to those mentioned he also controls the following: "Eden Musee," "Jester's Palace," "Pharaoh's Daughter," "Captain," the horse with the human brain, and the "Joy Wheel.'

"Creation" is a marvel of beauty and realism, depicting as it does the first Chapter of Genesis. special mechanical effects have been utilized to reproduce and visualize for all time the biblical version of the creation of the world. The spectator is thrilled and inspired as one after another of the mighty epochs in the world's creation follow in tableaux representing the very highest of this particular branch of dramatic endeavor.

"The Battle of the Merrimac and Monitor" has an appeal equally as strong as that of "Creation." The distinctive appeal of this reproduction of one of the most memorable naval engagements in history is in the patriotic chords which it stirs in one. This first clash of ironsides is real. The Merrimac and the Yankee "Cheese Box" steam in full sight of the spectator, pouring broadsides into each other. The air is filled with the smoke of battle. The closing scene is equally impressive when the world's greatest fleet of dreadnaughts sail through the Golden Gate and pass the world city for 1915.

Equally distinctive is the "Battle of Gettysburg." This memorable engagement between the Blue and Gray is realistically portrayed. It is the work of Philippoteaux, a noted French artist. An interesting and instructive lecture is one of the features of this attraction.

The Inside Inn, the only hotel on the Exposition grounds, is another great work which the Exposition management entrusted to MacConnell. It is a metropolitan, high-class hostelry, with 1,100 rooms. To build an immense structure for the accommodations of cosmopolitan crowds, furnish and equip it after the fashion of the best metropolitan hotels, organize its service, and then, after ten short months, to demolish the whole thing—this was the great problem which confronted E. W. MacConnell in the establishment of the Inside Inn, the only hotel on the Exposition grounds at San Francisco.

* * *

"Dona Clarines Manana De Sol," by Serafin and Alvarez Quintero; edited with introduction, notes and vocabulary by S. Griswold Morley, Ph. D., assistant professor of Spanish, University of California; published by D. C. Heath & Co., Boston, Mass. Price 50 cents.

The two comedies are represented without the omission or alteration of a single word in the original. The comedies are written in bright idiomatic Castillian, not at all difficult, and are considered entirely fit for class use.

* * *

"A Captive Maiden in Damascus," a drama in five acts; by John Rea, author of "The Pet Dove"; published by the Whitaker & Ray-Wiggin Co., San Francisco. Price 25 cents.

An excellent drama for school purposes. The gorgeous costumes of Persia and the Eastern countries is a great attraction to children as well as grown people and is certain to incite great interest in the drama and dramatic art. The cast is neither large nor difficult to assemble, and there is nothing about the presentation of the play by schools that should offer any serious difficulty.

* * *

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The Care and Culture of Men (David Starr Jordan).
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## Book Notes

"Poultry Keeping" by Harry R. Lewis, B. S.; published by J. B. Lippincott Company, Philadelphia.

An elementary treatise dealing with successful management of poultry. The book is suitable as a text for use in rural schools and in graded schools, especially the seventh and eighth grades. With the greater interest and development in the teaching of agriculture in elementary as well as secondary schools, suitable texts on the subject of poultry are necessary. This text embodies the modern teachings and practices prevailing at our leading experiment stations, and on successful poultry farms. These facts have been specially condensed and made to apply to small flock management.

* * *

"Commercial Education in Public Secondary Schools," by Z. V. Thompson; published by the World Book Company, Yonkers on Hudson, New York.

This is the latest volume in the School Efficiency Series by Professor Paul H. Hanus of Harvard University.

Mr. Thompson makes a critical examination of contemporary commercial education, distinguishing clearly between mere clerical training and real education for business. He offers constructive proposals based on the actual needs of business as it is. His plans would lead to effective cooperation between business and commercial education, with the object of making the latter truly vocational.

The book is new and timely in point of view and subject matter.

* * *

How much Servia has come to be in the minds of the world at large and of editors in particular has been proven by an amusing misprint recently made in an announcement of the title of the new book by William H. Taft, soon to be published by the Yale University Press. This up-to-date notice entitles the book (commonly known as Ethics in Service) as Ethics in Servia. The suggestion is not a bad one and an interesting volume might well be written on the subject.


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THE
# WESTERN JOURNAL OF EDUCATION

Vol. XXI SAN FRANCISCO, JULY, 1915 No. 7

MEETINGS

Bay Section the California Teachers' Association, A. J. Cloud, San Francisco.

National Educational Association will meet in Oakland in August 16-28, 1915. David Starr Jordan, President.

Northern California Teachers' Association, R. W. Camper, President; Williams, Cal.; Mrs. Minnie O'Neil, Sacramento, Secretary.

Central California Teachers' Association, Craig Cunningham, Madera, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, C. H. Covell, President, Redlands; J. O. Cross, Secretary, Los Angeles. Meeting for 1915 at San Diego.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Margaret E. Schallenberger, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, William H. Langdon, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, E. P. Clarke, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

## Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

### Picture of the Board

I have long intended to try a pen picture for this column of all the members of the State Board of Education. The president of that body is Wm. H. Langdon of Modesto. He has just been appointed Superior Judge of Stanislaus county by the Governor, and must in consequence soon leave the board. Therefore, I must snap shot him quickly or he will escape, altogether. Since our lives will lead apart in future I have no temptation either to praise him or abuse him through fear or favor. True, he is now the court of Stanislaus; but I shall behave well and travel fast when duty calls in that county.

### Its First President

William H. Langdon is the first president of the board. He is a tall, strong, red haired, blue eyed Irishman. He was raised in San Francisco; went to school at the San Jose Normal School; was a teacher in various schools and in the night schools of San Francisco; read law at the same time and was admitted to the bar; was elected City Superintendent of San Francisco, and, afterward District Attorney of the same municipality; while here he was a leading figure in the famous graft prosecution involving Schmitz, Ruef, the French restaurants and the United Railroads; after these strenuous years he married and settled down in Modesto, with a law office in San Francisco. He always speaks of himself as a farmer, in allusion to his alfalfa fields in the country; he is urbane, forcible, impressive in his manner; he is ready for a fight and is a hearty fighter; and when it is over he puts the whole matter completely out of his mind and is the same to everybody as before.

He added strength, breadth of view, and safety to the board. His leaving is a real misfortune to the State. I sincerely regret his leaving and hope that his life as the dignified judge and the leading man of the county shall prove a long and happy one.

### TO PRESIDENT C. C. MOORE

By Harr Wagner

You have given to San Francisco and the world a great Exposition. I give you praise. I want the teachers and the children to know that you have performed a heroic task. You have builded better than we knew. You conquered local prejudice. You overcame, natural and material, obstacles. You have triumphed over war. The lure of the Exposition has made us almost forget that it required the cold, material virile purpose of yourself with high ideals to make it possible. The millions come, come to observe, and enjoy, and thrill with admiration. We pause in the Court of Abundance, to praise the man. Your task has not been to extend the glad hand, and spread over the Exposition the genial smile. Like Hercules, you had work to do. The public has been tardy in making you a popular hero. It never will. You have the stuff out of which heroes are made but you do not wear the garments. Your supreme satisfaction must always be, not in the loud applause when you appear upon the platform but in the silent rapture of the thousands who blend in harmony with the colors, and who in exaltation stand within the Court of the Universe. Destiny has marked you for the praise of the silent. The Exposition has conquered all petty criticism. It is now a continuous ovation. The man who stands in front of the Tower of Jewels; who rests on the Marina with the stately Column of Progress near by; who lingers in the Palace of Arts; studies in the Palace of Education; who loiters in the Palace of Manufactures; takes a foreign trip, among the nations of Europe, South America and the Orient; who lingers for a moment with a thrill before Old Liberty Bell and who in the silence of the twilight is enriched by the most wonderful illuminations the world has ever seen, and does not recognize your kinship to those who have made an adventure in achievement, is dead to praise.

I would that I might have a bugle to my lips that I might blow your honest fame to the coming centuries.

### Text Books in the United States

The national bureau of education has been making an investigation of text books in the United States. They find that the total sales of books from all sources to the public schools in 1913 was fourteen million dollars, including high schools. Per child per year it is seventy-eight cents. The total expenditure for school purposes is thirty-eight dollars per child, so the text books cost approximately two per cent of the whole. The cost of text books to the whole population per capita is fifteen cents.

These figures are probably nearly right as figures go. They indicate that the text books cost is an insignificant item as compared to the other school expenses or as compared to the other trivial expenses of civilized life. Chewing gum costs as much as text books; candy much more; moving picture shows cost the people many times more; while cigarettes, cigars, beer, make the entire text book bill look like a copper cent tossed to the blind man on the alley.

### Safety First

The State Department of Education has just issued and sent to the school people of the State a bulletin urging the teachers and children to give their attention for a time to the prevention of accidents. Railroads, street cars, automobiles and guns are slaying and crippling their tens of thousands, while no one even notices it. What a hullabaloo would be raised to be sure if the accidents of a whole month were all to occur on one day and at the same place! How the head lines would scream! How the organizations would resolute! How the orators would affright the surrounding atmosphere!

This bulletin urges attention to the matter with a view to reforming our practice. You are welcome to a copy if you want it. The following simple directions, if learned and remembered would save the lives of thousands of people every year. Think of that! Thousands crippled and killed from easily preventable causes! (or the lack of a little care). Some teachers may like to teach these eight short, Anglo-Saxon sentences to their class as their contribution to the cause of safety.

### Some A B C's For Every One to Know

Wait till the train or car stops before getting on or off. Horrible accidents happen continually because people neglect this in their foolish haste.

Get off a train or car facing forward, and look out for automobiles while leaving the car. A large part of the street accidents occur by forgetting this common sense rule.

Never play about railroad lines, nor loiter about on the tracks, nor walk over the trestles or bridges. An astonishing number of people are killed every month by neglecting this caution.

When approaching a crossing, stop, look, listen—always look both ways. Hundreds of families are needlessly slaughtered because the driver will not observe this safeguard. Not only the silly driver suffers, but the innocent people who have trusted him.

Shun dangling wires and never meddle with electric lines at all. Curiosity and heedlessness lead many children to their death.

Do not hitch on behind street cars or wagons. A swift driver approaching in front can not see the boy hanging on the rear, and frequently runs over him when he lets go.

Never take chances—always be safe, even if you do lose time and do lose speed. The foolish desire for speed kills its tens of thousands.

Always refuse to ride with a driver who is intoxicated or who for any other reason does not obey the rules of the road. Otherwise you trust your life to the hands of a fool.

### Curing a Cold Sore

I have a distressing cold sore or fever blister in the left corner of my mouth. It came on during a ride to Mt. Lassen and has persisted ever since. Some might think this an unimportant matter to bring thus to the serious attention of ten thousand sober minded educators. No one, however, who had my cold sore a while could possibly consider it unimportant. It juts out over the lower part of my intellectual mountenance like a porch roof, or a bay window—or a light-house in a fog. I could feel it gradually swelling, swelling, projecting, projecting, until it seemed like to strike the wall or the passers-by in the street.

One of the most discouraging symptoms is that people do not seem to be aware of its alarming proportions, and give little heed or sympathy to it at all. They do not seem able to see it or sense it. When I call attention to it and try to express my feelings about it they all have a remedy, an infallible cure, to urge. No two have as yet suggested the same remedy. Miss Schallenberger recommended bicarbonate of soda; nay, more, she sent to the drug store and got a yellow can that still sets on my desk. I was to sprinkle the powder on the cold sore frequently until it dried up. The alkali stabbed my lip like a serpent's tooth and caused excruciating agony as it slowly penetrated the integument, went through a yard or so of swollen tissues, and struck deep into the vital organs below. Mr. Bradford said a high-priced specialist had told him peroxide was the thing—"just swash it around in your mouth," said he. So, I swashed. Then Walter Kenyon said it was more sanitary to put the peroxide on a bit of cotton and stick it to the lip like the butt of a cigarette. But when this bit of cotton came off it aparently tore a hole in my exaggerated lip big enough to bury both Bradford and Kenyon.

Then Mr. Wood took me aside and whispered that iodine would do the trick. And one of the boys said that Nuskin was a specific. Dr. Snyder then told me firmly that the thing would run its regular course and there was no use to do anything. While I was looking for a cleaver for Snyder the janitor said that camphor would cure it in a day. Mr. Pixley said he had a bottle of alcohol in his room that was a sovereign remedy; and Mitchell recommended boiling hot water applied with a rag. Teddy Morehouse advised zinc ointment rubbed in with the finger; and Mr. Baker said powdered borax would be beneficial. A casual visitor suggested tincture of benzoin; and Mr. Armstrong produced a piece of alum from his pocket, proposing to rub it on the sore spot. And so it went on.

Now I lock my door and keep a club by the desk.

I still have a flourishing cold sore. Does any kind friend wish to write or telegraph a sure cure?

# The Survey of the Uplift Field

*By Frederick Olschewski*

### The Un-American Citizen

There are some objects which in the nature of things can not be attained, and one of these is the transformation of a German subject into an American citizen. This may not be any disparagement to the German nor indeed an discredit to him at all and his consistency is in certain respects to be admired, though his ideals erroneous and misdirected. The German, however, should choose to be either an American or a German and discontinue his belief that American citizenship is a good thing, to be used as a good thing, and disregarded entirely, even treasonably opposed, when the commercial or territorial ambitions of the Fatherland seek further expansion and conquest.

The attitude of the so-calledGerman-American citizen in the United States is plain. He does not even attempt to veil it. It is not American, nor even in sympathy with American ideas of fairness, honor, or any species of diplomatic intercourse, that does not openly favor German interests, hopes or ambitions. It seems difficult to understand how Germans can expect to justify their conduct or maintain a respectable position among their American fellow citizens. Is it possible that Germans consider the ordinary American citizen so gigantic an ass as to make him believe their cause to be righteous and their conduct to be honorable? If so, then ipso facto, they prove their own imbecility. More than likely, however, there is only an absolute indifference as to what Americans really think. To the German-American, Germany stands above all else, and if ever by any possible chance the two countries come into conflict, the United States might be greatly surprised to realize what vipers she has been nurturing upon her bosom.

Of all the impassioned and illogical utterances which the German press throughout the country has given us, it would certainly be difficult to find anything to surpass the utterances of Messrs. Viereck and Shrader, editors of the "Fatherland." The reflections and slurs cast by this paper, and its editors, and contributors, upon our national administration are more than disgraceful, notably such issues as that of May 5th. Their criticisms and suggestions do not amount to treason in legal contemplation, but in all respects they are disgustingly contemptible.

### Germany—The Unconscionable

Did Germany have cause to declare war and start a world conflagration? Nearly all Europe says "No," and by far the great majority of the people of the United States say "no." If the former are prejudiced, they are at least sincere, which their action and the enormous price they are paying readily proves; but the latter are neutral, impartial judges, and their judgment therefore carries weight. None of these fail to condemn Germany's action, and Horace White in the July number of "The North American Review," calls her "the incorrigible outlaw."

Is it possible to rest in peace, or leave off preparation for war, with such an outlaw at large, threatening all the neighboring states with conquest, to force upon them her own peculiar civilization which she calls "Kultur," and make the conquered opponent believe it is for his benefit, even if he does not wish it?

The peace of Europe can not be established with this Teuton military colussus running at large, a present day barbarian who regards a sacred treaty as a scrap of paper, diplomatic or national honor as a dream, and the military "goose step" as the greatest accomplishment for which the masses are fit. Mr. Von Bruck writes in the New York Times of May 30, that, "if the German nation is wiped out with the help of American arms and ammunitions no man of the white race in the United States would be able to think of such a catastrophe without horror and remorse." But with the even more objectionable alternative staring us in the face, that if Germany is not wiped out the other nations or some of them will be, it is a safe prediction that few American tears will be shed if the conquest dreaming Teuton Eagles will so have their wings clipped as not to be a future menace, and allow smaller but equally cultured nations to enjoy a peaceful and independent existence.

### Our National Defense

The problem of national defense has at last passed the stage of speculation by private individuals and discussion by the press, and is making a more definite appearance before the governmental powers.

In spite of the fact that some peace theorists are hard at work, the idea is gaining ground that America has no adequate defense, and that she must have it to exist. William Jennings Bryan recently spoke on the subject at the P. P. I. E., and his words might be summed up as meaning that America, the strong, the powerful, the influential, should set an example to the rest of the world and stand for peace—unarmed. He virtually maintains we can afford to set an example based upon this theory because we are a mighty and powerful nation. But powerful in what way? In the fact that we are a wealthy nation? That, a belligerent power could quickly take from us, and our supposed defense become an aid to the enemy. Or are we powerful in the fact that five million or more of patriotic Americans would immediately answer the call for volunteers if we were forced to repel an invasion? We can learn an excellent lesson from the present war as to what a poorly equipped and untrained, unofficered mob could accomplish against the trained legions of a militaristic power, be those volunteers individually ever so brave.

The strongest argument that the peace propagandists can advance is that a nation prepared for war is more apt to go to war than a nation unprepared. If we are to fear the strength of our own self control, upon what ground then are we to believe in

the self control and righteousness of the other nation, stronger than ourselves? When in the history of the world was physical feebleness a shield against conquest and aggression? When in that history was the hand of the strong stayed because his rival was weaker? Poland once believed she did not need an army to protect herself, and allowed the size and equipment of her army to dwindle into nothing. Then she was brought to realize her error—but, too late.

That idea, the only sensible one advanced by the opponents of armed defense, can not firmly take root in any reasoning mind. If the only reason why we should not prepare such strength as may be necessary to protect ourselves, is because of a fear that we may be tempted to misuse it, and may in fact do so, it were better by far to run that risk than the risk of defenselessness against the strength of others, which is just as likely, on that theory, to be misused against us.

**The Immigrant Child**

Every immigrant child arriving at a United States port of entry will henceforth be reported immediately to the school authorities in the locality to which he is destined, so that he may be placed in school without loss of time and without danger of being shunted off into unlawful employment. This will be made possible by proper cooperation between two Federal bureaus—the Bureau of Immigration in the Department of Labor and the Bureau of Education in the Department of the Interior.

According to the plan agreed upon by Commissioners Caminetti and Claxton of the two bureaus concerned, the port officials will have the names of immigrant children between the ages of five and sixteen copied from the manifest sheets submitted by steamship captains and forwarded, daily or weekly, to the county or city superintendent of schools. This plan would be the first step in the up-building of a domestic immigration policy by the United States government and tend to decrease the number of non-English speaking immigrant children that in the past have grown up entirely too ignorant of American institutions, and therefore more or less unfit for citizenship.

The success of the plan will depend almost entirely upon the school authorities. If the attendance officer follows up at once the families where the newly arrived immigrants have been received, it will be possible to enroll every child in school. Dr. Claxton has communicated with city and county superintendents throughout the United States, urging them to use every effort to seek out such new children and see that they are enrolled in schools.

**School Attendance**

The enrollment of pupils in Indian schools is increasing much more rapidly than the Indian population. In 1890 there were 246 such schools with an enrollment of 16,377; in 1900, 329 schools, with an enrollment of 26,771; in 1910, 389 schools, with an enrollment of 31,930. These figures, which were taken from the reports of the Office of Indian Affairs, do not, however, cover the attendance of Indians at other than Indian schools. The total school attendance of members of this race in 1910, as shown by the last census, was 49,543.

To quote from the report: "As compared with the whites and negroes in the United States, it appears that the Indian youth between 6 and 9 years attended school in 1910 in smaller proportions than the children of either the white or negro race, that those between 10 and 14 surpassed the negro and that those between 15 and 19 outranked both the other races. This latter fact is the result in part of the more or less compulsory attendance upon many reservations of the youth up to 18 years of age."

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For particular information about the Palmer Method School of Penmanship by Correspondence; the Normal Course—free to teachers in schools which have an adoption of the Palmer Method; and our list of thoroughly specialized textbooks and supplies, apply to our nearest office.

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¶ Gulick: The Body and its Defenses.

¶ Montgomery: Leading Facts of American History.

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# The School Teachers' Page

*Eliza D. Keith*

### Some Noteworthy Books

Only by reading the latest books on special subjects written by those who have attained eminence in their chosen profession, can a teacher hope to keep abreast of the times.

Not that it is necessary to adopt forthwith every idea advanced, or to change the convictions of a lifetime at a word from even an acknowledged master of his subject, or a leader of thought, but one's own views become clarified, justified, and mobilized for action by mental association with the intellectually alert.

Among the books of recent publication that will be of service to the wide-awake teacher seeking to enlarge her outlook are the following:

### The Writer's Library

"The Art of Public Speaking." This has rightly been called "an inspirational working handbook of instruction for all who would become efficient public speakers." Its authors are J. Berg Esenwein, author of "How to Attract and Hold an Audience," "Writing the Short Story," "Writing the Photoplay," etc., etc., and Dale Carnagey, instructor in public speaking, Y. M. C. A. schools, New York, Brooklyn, Philadelphia, Wilmington and Baltimore.

"The Art of Public Speaking" contains 526 pages, $1.62 postpaid and is worthy mate for its predecessors in The Writer's Library, published by the Home Correspondence School, Springfield, Mass.

It is dedicated to F. Arthur Metcalf, fellow-worker and friend, who holds the responsible position of president of the Home Correspondence School, and who himself has attained fame as a public speaker and as an instructor in art of oratory. The foreword gives the keynote of the book. In effect the author says:

Training in public speaking is not a matter of imitation—fundamentally—nor of conformity to standards. "Public speaking is public utterance, public issuance of the man himself." Self-development, the enthronement of the will over thought, feeling, physical powers, the full mind, the warm heart, the dominant will, these are paramount in the making of a good public speaker.

"The first thing for the beginner in public speaking is to speak, not to study voice and gesture and the rest."

Look at the table of contents, see how full of promise are the very topics: "Acquiring Confidence Before an Audience," "The Sin of Monotony," Efficiency Thru Emphasis and Subordination, Through Change of Pitch; Through Change of Pace; Through Inflection," "Pause and Power," "Concentration in Delivery," "Methods of Delivery," "Force," "Feeling and Enthusiasm," "Influencing the Crowd," "Right Thinking and Personality," "The Voice." There are but a few of the titles and there are thirty-two chapters, with five appendixes devoted to questions for debate, themes for speeches, suggestive subjects for speeches, and speeches for study and practice. In the last appendix are a collection of speeches, which in themselves are alone a reason for possessing the volume. The sermon by Newell Dwight Hillis delivered in Plymouth Church, Brooklyn, N. Y., in October, 1914, on "Brave Little Belgium," is a classic. I wish that every one who has ever heard of the war in Europe could read this sermon. In this part of the book there are also quotations from Henry Watterson, John Morley, Robert Toombs, Theodore Roosevelt, Alton B. Parker, Henry W. Grady, William McKinley, John Hay, William Jennings Bryan, Rufus Choate, Albert J. Beveridge, Victor Hugo. Where else could one find so rich, so varied, so comprehensive and so up-to-date a collection!

In another article will be given some brief extracts from "The Art of Public Speaking." Meanwhile, get a book for your classroom work. You will find it more than worth while.

### The Author's Handibook Series

Henry Albert Phillips, one time associate editor of the Metropolitan Magazine, and now a successful photoplay-wright, has given several practical treatises on literary work, to the world—through the medium of "The Authors' Handbook Series," published by the Stanhope-Dodge Publishing Company of Larchmont, New York. The books themselves are a joy to own, just as books. Red covers, gold lettering, narrow columns, tinted pages, clear type, italicized headings, all this delights the eye, while the text abounds in clean, convincing argument, clean-cut analysis, and picturesque illustration. There are two of these books which are placed before you at this time.

"Art in Short Story Narration" consists, says the author, Phillips, of "a searching analysis of the qualifications of fiction and of the short story in particular, with copious examples." Let us quote from the introduction by Rex Beach, and it will appear with what good advantage this book might be studied by teachers of English literature in our public schools, before they attempt to present a literary masterpiece for the consideration of children.

What is true of the literary crafts man may be applied with equal force to the one who seeks to read, to study, to judge a literary work.

For instance, Rex Beach says: "The beginner should hesitate to essay even the simplest kind of a short story before he acquires a definite knowledge of what the short story is, and how it should be constructed.

"No one should be hindered from trying to write, if he honestly feels that he must."

Phillips says: "In restraint, or repression, lies the secret of any and all success in art. * * * Art's expression and appeal are universal, not individualistic."

"In fiction, technique is by no means everything, neither is plot, foremost, there must be a vision or a story, and then, an artist to portray it."

"In the silent sweep of the writer's pen, the roar of the multitude is heard."

"The short story is not correctly a condensed form, but a condensed idea."

"The ultimate aim of the writer is not to see how much he can cram into his mind but how much the reader can get out of his own soul and imagination."

And so one might go on indefinitely. Let us close with just one more quotation, promising ourselves the instructive pleasure of reading Phillips' delightful little book, "Art in Short Story Narration," through from cover to cover. Finally:

"Fiction should be no less real than life itself; it is not a mental excursion, but a soul experience that enriches the mind, mellows the heart, and gives life a deeper significance."

While the books of Henry A. Phillips are under consideration, it were well to look into "The Photodrama," by the same author and also published by the Stanhope-Dodge Publishing Company of Larchmont, New York. In these days when the moving picture has invaded every field of amusement and instruction, it goes without saying that those who witness a photoplay, certainly those students who are being instructed by means of the screen, should know something of the principles of the photodrama. Phillips has devoted this little book to the consideration of the philosophy of the principles of the photodrama, the nature of its plot, its dramatic construction and technique, illumined by copious examples together with a complete photoplay and a glossary. A few quotations will but whet the appetite for the whole book—"the coarse passion of the crowd constitutes "what the public wants' in the way of productions; the refined emotion of the artist must discipline, guide and gratify it by his appealing creations."

"The photodrama, as in real life, we are never permitted to reverse the hand of time and relive the deeds of yesterday, except we pass through the gateway of visions and dreams."

Take for instance, just one chapter to obtain an idea of what this little book sets forth: Differentiation—how photodrama differs from stage drama in construction, technique and expression, also from fiction construction and narration in general, and the short story and the novel in particular. This book on the photodrama will be a great help to any teacher who deals with the drama.

### A Magazine for Writers

The "Photoplay Magazine and Writers' Monthly" is published by the Home Correspondence School of Springfield, Mass. It is edited by Dr. J. Berg Esenwein, and contains articles of interest to all who read or write, to those who look at picture plays, or those who hope to become photoplay authors.

The June number contains a chapter from the book "The Art of Public Speaking," and will be found very illuminating and helpful by the earnest teacher ever on the alert to keep up with the procession.

### Some Other Books

"Germany Since 1740," by George Madison Priest, and published by Ginn & Company, is a most timely publication, provided with maps, chronological tables, suggestions for further reading in German history, genealogies of the leading ruling families of Germany and index.

While the book is designed primarily to offer a background of German history to students of modern German literature, but it may also serve the student of history and the general reader as an introduction to the chief events in modern German history. The author has chosen the most interesting

period—from the accessions of Maria Theresa and Frederick the Great in 1740, down to modern times. He has presented only the most important events of this period, and has succeeded in giving a very clear impression of the subject. Great interest attaches to the chronological tables—for the student pressed for time.

* * *

The New Sloan Readers—Another set of readers has come to my desk for review.

"Teaching children to read is the fundamental work of the primary teacher. If the independent power to read can be developed in the first two grades, the way is cleared for rapid progress in the rest of the elementary curriculum."

Mrs. Katherine E. Sloan, for many years a primary teacher in the schools of Oregon, is the author of the Sloan System, based upon the phonetic method. The author says:

"In the time required to teach a single word by the word method, a phonic principle may be taught that gives mastery of many new words—only the fundamental phonetic elements and principles need be taught—unnecessary complications should be avoided."

The primer and the readers are little gems. The presentation of phonetic elements has been made very interesting through pictures and other methods of development in the text book. The drill has been disguised in charming story, dialogue and rhyme.

The books are illustrated as beautifully as any child's holiday gift book.

In the Sloan readers, the mechanics of reading are applied in such interesting stories and verse that the desire to learn to read is constantly stimulated. It is safe to assume that when a child wants to "know what it is about?" he will learn to read for himself. Macmillan & Company, publishers.

* * *

Another book on teaching primary reading is published by the Macmillan & Co., and is by Lida Brown McMurry. It is a part of the library on "Methods in Elementary Education," published by the Macmillan company, and covering all grades of the common school. The greater number of these books are the work of Dr. Charles A. Murray, also author of a "Handbook of Practice for Teachers," which has recently been added to the teachers' personal library in San Francisco. The present book presents methods that may be used in connection with any other method or with any set of basal readers. Stress is here laid upon the few most important habits that the pupil must form, no matter from what book he may read.

* * *

Hapgood's School Needlework" sets forth a course of study in sewing designed for use in schools. It is published by Ginn & Company, 20 Second Street, San Francisco, and in the teachers' edition, is sold for seventy-five cents.

The importance of instruction in sewing in the public schools is now generally recognized. The greater the prominence accorded to manual training, the greater the need for new methods and helps. To meet this need Olive C. Hapgood, teacher of sewing in Boston Public Schools, has given in this little book the result of her practical experience in the classroom.

Such a book as this is assistance to both teacher and pupil. It lightens the teacher's labors by saving constant repetition, and it gives the pupil a manual for reference. The book is subdivided into several parts, such as general direction, plain sewing, ornamental stitches, drafting, cutting and making garments. The illustrations and diagrams are full, clear and helpful. In the teachers' supplement to be found in the latter part of the book on "School Needle Work," are chapters on teaching, the lessons, courses of sewing, facts for observation lessons, school cabinets and many other practical suggestions.

This book will be a delight to any little girl just beginning to handle a needle, to any old lady who remembers her first lessons in sewing, while she sat on a "cricket," at her mother's side, to master the mysteries of overhanding, running, basting, hemming, felling and button-holeng, and it will interest all the women between infancy and age. It is small enough to find a place in any sewing bag or work basket, large enough to hold its own in bookcase or on library table. I'm glad I've seen it. I'm glad I own a copy, and I wish every teacher and every pupil in the State of California could be as happy over "School Needlework," and for the same reason as I.


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**SOUTHERN PACIFIC**

# Cal. Federation of School Women's Clubs

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Under the auspices of the California Federation of School Women's Clubs a reception will be tendered to the members of the National Educational Association at the California Building, Exposition grounds, Saturday, August 21, from 2 until 5 o'clock.

Mrs. Mary M. FitzGerald, president of the California Federation of School Women's Clubs, Miss Agnes G. Regan, and Miss Sarah J. Jones, members of the San Francisco Board of Education, assisted by the members of the Executive Board of the Federation, the presidents of the Federated Clubs, and the women presidents of other California teachers' organizations, will serve as hostesses of the day.

Details of reception and program will be published later. The arrangements are in charge of the Executive Committee of the California Federation of School Women's Clubs, consisting of Mrs. Mary M. FitzGerald, president; Miss Alice Rose Power, secretary, and Miss Zannette W. Potter, treasurer.

A congress of school women under the auspices of the California Federation of School Women's Clubs will be held in Oakland August 19, morning and afternoon. If you are to attend the annual convention of the N. E. A., plan your individual program so as to include these two sessions. They offer an unusual opportunity for every school woman.

The general topic is "Betterment of School Women." Specific phases, to be announced later, will be discussed by the best available speakers.

## HOMES FOR RURAL TEACHERS

A permanent home, provided by the school community for rural school teachers, is giving great satisfaction where it is in vogue, according to Harold W. Foght in a bulletin just issued by the U. S. Bureau of Education.

While out of 3,000 teachers replying to Mr. Foght's inquiries only seventy-three live in homes provided by the community, the bulletin shows that teachers who have such homes find it possible to become permanent community leaders. "In the few communities reporting permanent homes," declares the bulletin, "the teachers are usually able to project the school into the home and draw the home close to the school. Where teachers' cottages are provided, these, aside from making the teachers' own lives more attractive, naturally become rallying centers for all community activities."

The investigations of Mr. Foght reveal that in rural States the average time for each public school teacher to remain in any one school is less than two school years of 140 days each. "This average," says the bulletin, "is very much less for a majority of the teachers, the few permanent, professional teachers alone bringing it up close to the two-year level."

As the average age when teaching is begun is nineteen years, and the average number of years taught is only six and one-half, the bulletin's statistics show that the rural public schools of the country are taught largely by young unmarried people who have no idea of following teaching as a profession.

The conclusions of Mr. Foght are: "So long as teachers continue to be perpatetics, the best results in community leadership can not be expected. A change from amateur to professional teaching in the rural schools would be hastened by giving the teacher a salary that would enable him to provide comfortably for his family, and by compelling the community, through legal enactment to erect a teacher's cottage in close proximity to every school plant."

## TEACHING MATERIAL IN GOVERNMENT PUBLICATIONS

The hidden wealth in government publications, especially as it affects teachers, is described by Frederick K. Noyes in a bulletin just issued by the United States Bureau of Education. Mr. Noyes has delved, as he says, into "the vast stores of teaching material that lie embedded in government documents, many of which give no indications, from their titles, of their value for educational purposes," and has furnished a guide to a small portion of that part of this material which has special significance for teachers or others interested in education.

Tons and tons of reports, bulletins, and miscellaneous documents are turned out daily by the immense printing plant of the government. Congress and the congressional committees are constantly having documents of various kinds printed for general distribution. Every department and every bureau in the departments has its own publications, frequently amounting to millions of copies annually for each office. The bulletin just published by the Bureau of Education aims to list a small part of the large amount of this material which may be of direct use to teachers, especially material from unexpected sources, the special value of which would otherwise remain unknown.

## THE PANAMA CANAL

How very differently people see things. I was talking to a lady, two of them in fact, who had just reached San Francisco by way of the Panama Canal. They came out to Montara to visit a friend, where I met them. Now, I said to myself, I'll hear all about the "Big Ditch," the wonder of the world:—and what think you they told me; about the discomfort of their trip. Nothing more. They had seen nothing else that they remembered. A few days later I met a woman (without being introduced) out at the Fair. She was looking at things; so was I. She, too, had just arrived in San Francisco by way of the Canal. She gave me a wonderful description of a most wonderful trip. Told me even the tonnage of the ship she came on, its length and breadth, and the canal from one ocean to the other, and how the ships were lifted up at the great locks. Went up just as easily and comfortably as being lifted up in a rocking chair she said. It was really all so very wonderful, that I exclaimed: "How I wish I could go too—but it would make me sea-sick to go on the ocean.

The lady said: Go to the Panama Canal out here in the Zone of your great Fair. I have just been there, and really madam, you get a better view of it than you do of the real thing, and every bit of it is exactly true, only a thousand, thousand times smaller.

We exchanged cards, the name on her card was Mrs. Mary Bevan Black, Scranton, Penn.

Some travellers see the world, some see only the inside of their state rooms. I greet you, Mrs. Mary Bevan Black.

M. M. W.

P. S.—I went to see "The Panama Canal." It is a great show. Everybody should see it.


THE GOLDEN WEST

TO EVERYONE, the words "The Golden West" is descriptive of a certain part of our country, but to those that are natives there, or live there, these words sink deep into their hearts. We want everyone to know that the Dixon Company of Jersey City, N. J., make a pencil that is rich in quality, and have given it this name. It comes both in round and hexagon shapes, and has a beautiful golden tip with a red rubber eraser. It is made in No. 2 and No. 3 grades, and sold at so low a price, that it is within the reach of all, and is most popular with School Boards, where this style of pencil is wanted, at a minimum cost. A card sent to our San Francisco branch, 155 Second Street, will bring a prompt response, with full particulars as to cost, method of purchase, etc.

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## MUSIC AND ITS CORRELATION WITH OTHER SUBJECTS

(By Julia M. Neppert, teacher of music, Horace Mann Intermediate School San Francisco.)

The scope of musical instruction is so broad, that it can be related to nearly every subject in our course of study.

Constant application of fractional relations causes the subject of arithmetic to take an important part in the development of rhythmic effects. For example, if a quarter note receives one beat, what will be the value of a half, a dotted half, a whole, or an eighth note? As this type of work must be promptly and accurately done mentally, it helps to devolp rapid thought in relation to fractional values.

Science offers a broad field for correlative work. The simple, fundamental principles involved in the phenomena of vibration, transmission of sound, resonance, acoustics, echoes, the causes of the differing qualities of tone, as well as their varying pitch, offer an interesting field for development. In physiology and hygiene, a student of the wonderful mechanicism of the ear, the structure of the larynx and other vocal organs, the care of the voice of the adolescent boy, are but a few suggestions. Explanations of the causes of the different tone qualities of stringed, brass, woodwind and percussion instruments are full of interest to the pupil. A few ideas regarding the best forms of construction for concert halls and outdoor music platforms will lead the child to a closer understanding of the practical application of scientific principles in music development.

The subjects of drawing and music are closely related and may be made of great inspiration to each other. In the study of color harmony, for example, we find that a transition from one primary color to another may be softened by the blending of the two into a secondary color. So in music, the chords of modulation which lead the music written in one key to that of another, remove all harshness from the transition.

In every piece of artistic drawing or painting, we have the strongest figure brought into the foreground, while the less important features blend gradually into the distance. In the same way, every musical composition has its strong climax, which must be brought out clearly and distinctly, while the less important motifs shade through various gradations of tonal color to the most delicate pianissimo.

In design the repetition of units corresponds to the rhythmic repetition of accents in each measure of music. The very tones produced in singing may suggest the colors of the spectrum, from the rich red of a low, deep, vibrant tone to the soft violet of delicate tonal quality.

Art, in all its forms, gives us the power to express our highest emotions. We all possess a love for beautiful things, which may lie dormant for a time. Through the development of the imagination by means of such subjects as music, sculpture and drawing the individual may be encouraged to express his highest ideals, until he may verily be inspired to "hitch his wagon to a star." Many of the world's greatest masterpieces of painting and sculpture have been inspired by musical subjects. The "Golden Stairs," by Burne-Jones; Della Robbia's "Singing Boys"; the "Jester," of Franz Hals; "The Song of the Lark," by Jules Breton; the numerous conceptions of Saint Cecelia and the "Spring" of Corot, are but a few examples.

The relationship existing between music and the modern languages is self-evident. Our students have already had considerable opportunity to learn songs in the original German and Italian languages. They have in this way been able to notice the added beauty of the words in the native tongue without the addition of meaningless expressions necessarily used in even the best translations.

Composition work goes hand in hand with music, of which it may be a natural outgrowth. The stories of the lives of the great composers, their trials and tribulations, the expression of the sentiment of a strong inspirational song, (as for example, "The Year's at the Spring," by Browning), in the pupil's own language, descriptions of musical pictures, stories of the operas, reproductions of legends used as the basis of musical compositions, narration of historical events immortalized in music, offer but a few suggestions along this line.

Literature is so closely bound to music, that it seems scarcely necessary to go into detail regarding their correlation. When we begin to delve into the literature involved in musical productions, a rich and glorious field unfolds before us. We enter the magic land of the fairies, gnomes and goblins of the Norwegian and Teuton folklore. The knights and ladies of the age of chivalry loom strong and clear upon the horizon. The legends of the Niebelungen Lied, their gods and goddesses, heroes and heroines, fascinate us in admiration. How many of the Shakespearean characters become real to us through the operatic settings of Othello, Romeo and Juliet, or the Midsummer Night's Dream!

Then, too, we have many of the greatest inspirational poems set to music. Uplifting songs of patriotism, of the glory of God in His works, of the beauty of truth, honor and kindred virtues are brought to the child's plastic mind in harmonious and impressive forms. Many of the world's greatest literary masterpieces have been set to music.

Through selections from the great oratorios, as for example, "If With All Your Hearts," or "Lift Thine Eyes," from Mendelssohn's Elijah, or the "Largo" of Handel, the child is imbued with faith in God and the Right, a wonderful aid to right living through the forming of high ideals. To quote William Jennings Bryan on the "Value of an Ideal": "An ideal is above price. It means the difference between success and failure—the difference between a noble life and a disgraceful career—and it sometimes means the difference between life and death. * * * I declare that one of the most important things in dealing with the young is to get the person to take firm hold of a high ideal. Give him food, and he will hunger again; give him clothing, and his clothing will wear out; but give him a high ideal and that ideal will be with him through every waking hour, lifting him to a higher plane of life and giving him a broader conception of his relations to his fellows."

A close relationship exists between the geography and history of a nation and its music. The music of a people is directly influenced by the physiography of the country. Familiarity with the rugged bleakness of coast line surface and climate of Norway, the land of the Viking, is of great assistance in understanding the character of the Norwegian people. Their temperament is reflected very clearly in the ruggedness and minor harmonies of the folk-music and the art compositions developed from it. Take the music of Grieg, for example. He has endeavored to preserve, in all its simplicity, the beautiful spirit of the folk-music of the Land of the Midnight Sun.

The fairies and gnomes of the old folklore, the peasant dances, even the click of the wooden shoes in the folk-dance, become real to us when we listen to the sombre ruggedness of minor harmonies which bespeak the sturdiness of the Norwegian character, developed in a land where man must fight the fiercest forces of elemental Nature.

Contrast the Norwegian music with that of Italy, with its melodious serenades and barcarolles, the land of the grape and the olive, soft, blue, sunny skies and placid waters. The aspect of Nature in her gentlest moods has affected the character of the people, and their music is influenced as a result.

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and his love of the dance, have given rise to a typical Spanish music.

The strenuous, open-air, gypsy life of the Hungarian people explains the magnetism, fire and emotionalism of the music, so aptly characterized in the compositions of Liszt and Brahms.

In the same way, the music of a people is affected by its history. Study the folk-songs of the various nations. By means of these songs, the history, religion, occupations, legends and pastimes of a people are reflected. In those songs we may feel the very heart-throbs of the folk; and from them we gain a clear idea of the life in mediaeval times. Many of these songs had their origin, grew and flourished before the people could write or read. The strolling minstrel, the newspaper of the time, traveled from place to place. All along his way he gathered news and gossip which he embodied in songs. He sang about love, war, outlaws, poachers, and in fact had a song for every phase of life. It is but very rarely that we are able to secure the names of the composers of these folk-songs, but the music lives on and on, and is passed from generation to generation. This folk-music has furnished much material for the great composers and poets of the succeeding centuries.

As it is claimed that the Russian folk music is the oldest in Europe, that country furnishes an excellent example of the influence of the history of a people upon its music. Up to the time of Peter the Great, the country was subject to very little foreign influence. As a consequence, the folk music retains its original characteristics.

Russia has well been called the "Land of Extremes." In that country are found enormous wealth in contrast with abject poverty; prodigious strength as opposed to pitiful weakness; advanced culture and pathetic ignorance; frozen north and almost tropical south. The music of the Slavic people appeals to the emotions with an irresistible charm. Combined with savage gaiety, barbaric splendor and pomp, the wild, unbridled passions of the heroes of the steppes, is a brooding melancholy, a penetrating sweetness and sadness that cause the Rusian music to appeal to us with a strange fascination. Unless we understand something of the tragic history of Russia, the bloodshed and woe, the conquest by Mongol hordes, the constant invasion by Asiatic enemies, the continual civil strife, the never-ceasing oppression of tyrannical rulers, combined with the wild, fearless freedom of the Slav race, we would find difficulty in appreciating the peculiarities of the Russian music. One needs but to listen to the wonderful "March Slav" of Tschaikovsky to feel this barbaric influence.

In direct contrast are the peaceful songs of the peasants at their humble work or happy in their simple festivals; the gentle crooning of the mother to her babe; the simple love song of the hard-worked peasant to the lady of his choice. Then, almost without warning come the savage strains of the Cossacks or the martial airs of the Slavic warriors. As some of the Russian folk music shows, the early influences of the Greek Church, while the Jewish community shows traces of the ancient Hebrew chants in its folk-music, there is never-failing variety and delight in the Russian school of music. Many of the themes of the modern music of this nation have been taken from mythological sources. It is only within the space of a century that the music of this great nation has emerged from obscurity to foremost rank, until many musicians foresee the greatest music of the future arising from Russian sources.

Many historical events have been commemorated in music. A glance at the history of any nation will furnish correlations with music. Could the agony of Joan of Arc, as she stands at the stake, be more aptly portrayed than Bemberg has done in his wonderful song representing that scene? Can we not feel her sorrow and despair when we listen to Tschaikovsky's interpretation of her feelings as she bids farewell to her beloved forests?

The story of Napoleon's retreat at Moscow is made vivid through Schumann's song of the "Two Grenadiers." Should we desire other musical settings for Napoleon's achievements there are the Marsellaise and the Overture of 1812. Through familiar music, we are reminded of Wallace and his place in Scottish history, William Tell and Switzerland, Garibaldi in Italy, and the Men of Harlech of Wales.

Meyerbeer, in "The Huguenots" has composed what is often said to be the most vivid chapter of French history ever written. In his opera "Rienzi" or the "Last of the Tribunes," Wagner presents a wonderful picture of Roman life in the fourteenth century. This same composer, in the operas of "Tannhauser," "Lohengrin," "The Meistersinger," "Tristan and Isolde," the "Ring of the Niebelungen,"etc., gives us clear ideas of the mode of life and religious beliefs of the ancient Teuton people.

In conclusion, too much emphasis cannot be placed on the moral appeal of good music. Can we not encourage the child to persevere in overcoming difficulties when we tell him of the deafness of Beethoven, the blindness of Bach and Handel, the perseverance of Stradivarius in working toward the accomplishment of his ideal of a perfect violin, the poverty of Schubert, the delicate physique of Chopin, masters whose names are immortal?

We can undoubtedly help to counteract the mawkish ideas of "puppy love," by having the children become familiar with some of the beautiful songs which emphasize the unselfishness and sacrifice of a pure and beautiful love. Such songs as Mendelssohn's, "Oh, Wert Thou in the Cold Blast," and "I would That My Love," Schubert's "Who is Sylvia?", offer a suggestion along that line. Plato has well said: "Music is a moral law. It gives a soul to the universe, wings to the mind, flight to the imagination, a charm to sadness, gaiety and life to everything. It is the essence of order, and leads to all that is good, just and beautiful, of which it is the invisible, but nevertheless dazzling, passionate and eternal form."

Stanley Hall has aptly expressed his idea of the idea of the value of music in all its forms when he said: "Music softens and subdues the rebellious disposition, refines and soothes the wayward, turbulent passions, nerves the heart to deeds of valor and heroism, gives joy and consolation in the hour of affliction, carries the soul captive across the rough and stormy sea of life, and stands beyond the vale of Time to welcome, with angelic voice, the wandering spirit to its final home."

## VISIT MODEL KITCHEN

While you are visiting the Panama-Pacific International Exposition, San Francisco, you are extended a cordial invitation and welcome from the exhibitors of the Model Kitchen, situated in the Palace of Manufacturers.

In this Kitchen all the equipment was officially selected and is the most modern, efficient, sanitary and labor-saving articles that can be found in the world. Housekeepers from almost everywhere are coming daily to find out what the best articles are for use in their modern household.

One article of importance that has progressed with the sanitary educational movements of the country, and that which enables the lovers of every home sanitation and convenience, to be relieved from the old broom and the cloud of lung penetrating dust and germs, is the combination Sweeper-Vac.

A proof that this suction and brush-carpet sweeper is pre-eminent and confirms the verdict of a myriad of users, is that it was awarded the Gold Medal by the International Jury of Awards of the Panama-Pacific International Exposition.

Any information regarding the Model Kitchen required will be gladly given by addressing O. H. Ames, Model Kitchen Manufacturers' Building.

* * *

The value of stenography in the university curriculum is emphasized by the announcement of the New York University Summer School, which offers courses in Isaac Pitman Shorthand at Washington Square, New York City, and also at University Heights, N. Y. These classes will include elementary and advanced stenography, and also methods of teaching shorthand. Mr. Charles L. Frank, B. S., L. L. B., and Mr. Earl Tharp, L. L. B., will have charge of these courses. Other summer courses in Isaac Pitman Shorthand are announced by Columbia University and Adelphi College of Brooklyn, N. Y.

* * *

"I wouldn't object to my son being a poet if he would write something sensible."

"Then it wouldn't be poetry."

* * *

Pat and Mike, just landed in America, were spending the first night in a hotel. Mike was unable to sleep. About midnight a fire broke out in the neighboorhood and a fire engine came down the street clanging its bell and belching fire and smoke. Mike rushed to the window, looked out, and rushed back to awake Pat, but Pat refused. Another engine came clanging down the street. Mike was beside himself with fright. "Get up! Pat, get up!" he yelled; "they're moving hell, and two loads have gone by already."

* * *

The Head Barber—Sure, Mr. Allgall, I'll lend you a dollar. Glad to help you out.

Mr. Allgall—Many thanks, old man. They're having a sale of safety razors around the corner, and I didn't want to miss it.

---

## "1915" VACATION BOOK IS OUT

Vacation "1915" has just been issued by the passenger department of the Northwestern Pacific Railway. This little volume is eagerly sought each year by those who favor the North Shore, Russian River country, Sonoma county, Northern Lake county and Mendocino county as resort districts, as it contains complete informaiton as to the country, streams and resorts. The booklet may be obtained at 874 Market street (Flood Bldg.), Sausalito Ferry Ticket Office, or on application to J. J. Geary, G. P. & F. A., 808 Phelan Bldg., San Francisco, Cal.

## USEFUL ARTS AND CRAFTS FOR BOYS AND GIRLS

Mothers and teachers may obtain suggestions on how to interest young people in useful home occupations from organizers of the Farm and Home Handicraft Clubs.

Mothers and teachers who wish to keep the young people cheerfully busy in useful tasks about the home or farm may be interested in a project of the United States Department of Agriculture for organizing farm and home handicraft clubs. Some of the arts and crafts in which the Department's specialist in charge of club work for the Northern and Western States hopes to interest his boys and girls are as follows:

1. Rope tying and splicing.
2. Making seed testers (box, blotter, and rag-doll testers).
3. Making a hen coop and brooder.
4. Fruit tree grafting and tree surgery.
5. Making a fly trap.
6. Making wood box for kitchen or sitting room.
7. Making a bird house and watering trough.
8. Making a hot bed or cold frame.
9. Making a step-ladder or handy ladder for farm and home.
10. Making one dozen vegetable market crates.
11. Sharpening saw, pair of scissors.
12. Making a medicine cabinet.
13. Making and laying a cement walk or floor.
14. Making a bookcase or library file.
15. First aid to farm implements:
    (a) Repair whipple tree.
    (b) Pair of shares.
    (c) Fork handle.
    (d) Repair gate.
16. Drawing plan of 80-acre farmstead.
17. Forging—2 kinds, practical, related to farm work.
18. Welding—2 kinds, practical, related to farm work.
19. Horseshoe making.
20. First aid to household furniture:
    (a) Chair.
    (b) Table.
    (c) Picture frame.
    (d) Door lock or hinge.
21. Pressing and cleaning a suit of clothes.
22. Papering a room.
23. Painting, staining or treating floor.
24. Making a farm door-yard gate.
25. Making a home-made fireless cooker, one of 2 methods.
26. Making a home canner, one of 2 methods.
27. Making a kitchen shelf or kitchen work chair for mother.
28. Get out a set of plans and specifications for model farm home.
29. Show how to give first aid to school furniture and equipment; such as the repair of a seat, window, fence, broken gate, blackboard, steps, and sidewalk.
30. Show how to repair the cover or broken back of a book.
31. Art metal work for household.
32. Modeling in clay and plaster.
33. Leather work; repair of leather goods or art work.
34. Fabric dyeing and printing.
35. Pottery for use in the home.
36. Basketry for use in gathering and marketing vegetables and fruit.
37. Making a milk stool.
38. Home-made fruit juice and cider mill.
39. Hall hat and coat rack.

## THE MONTESSORI SUMMER SCHOOL

A vast pilgrimage of students, teachers, and educational experts, particularly from the Seven Southern Counties, will invade the San Diego Exposition for attendance at the Exposition's summer school to be held from July 5th to August 13th. The faculty will include some of the foremost authorities on education. Standing high in the list is Dr. Maria Montessori, of Rome, founder of the famed system of teaching of this name. Dr. Montessori will assume direct charge of the Montessori institute to be established during the session.

Among the courses will be the history and geography of South America, Spanish grammar and literature, modern history and the peace movement, culture history, modern literature, American archaeology, anthropology, vocational education and direction, mental and physical testing with laboratory work, elemental manual training and primitive arts with demonstrations by Indian workers, and agriculture with demonstrations. There will be special lectures on peace and conciliation, human welfare and arts and science.

Among the educators who will be in the faculty are Dr. J. C. Thompson, surgeon of the U. S. Navy; Dr. Edgar L. Hewett, director of the School of American Archaeology; Percy Alvin Martin, Ph. D., assistant professor of history, Stanford University; Dean W. F. Bliss, of the State Normal School, San Diego; Miriam E. Besley, William T. Skilling, and Maria Goddard, in addition to special lecturers.

The remarkable ethnological exhibit by the Smithsonian Institution, the ancient and modern Indian display, the commercial representation, and the quite unprecedented agricultural and horticultural displays furnish extraordinary facilities for special lines of study.

* * *

## GOOD ROADS AND THEIR RELATION TO RURAL SCHOOLS

The rural population is more willing to support better schools today than at any previous time. It is being realized that all educational activities or agencies must be more or less correlated, and, more than all else, that they must be made accessible to the children. In many counties where bad roads prevail, most of the schools are of the antiquated one-room variety. They are usually located along bad roads which, during the winter, when the schools are usually in session, become so nearly impassable as to make it difficult for the children to reach them. This condition causes irregular attendance and restricts the educational opportunities of the child. Not only this, but it often impedes the economic consolidation of these smaller schools into larger, stronger graded schools, with high school courses, directed by a competent principal and corps of teachers, according to the office of public roads, U. S. Department of Agriculture.

On the other hand, in counties which have improved their roads, the schools are easily reached, the average attendance greater, the efficiency largely increased and economic consolidation made possible. Regular attendance at school means consistent and regular growth of both school and pupil, and consolidation of schools means a maximum of efficiency at a minimum of cost. It is also noteworthy that there is a marked tendency for the consolidated school to become the social and intellectual center of the community. Most modern rural schoolhouses are so constructed as to serve the community, as gathering places for various kinds of public meetings, and where vans are used to convey the children to school during the day they are frequently pressed into service to haul the farmers and their wives to institute work, lectures, or entertainments at the school house. The consolidated school becomes a sort of community center to which all educational and social activities converge, and in order that it may properly perform that function all of the highways leading to it should be so improved as to render it readily accessible throughout the year.

* * *

"Bobby," said the lady in the car, severely, "why don't you get up and give your seat to your father? Doesn't it pain you to see him reaching for the strap?"

"Not in a car," said Bobby. "Only at home."


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Three dictations of five minutes each were given with the following results:

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|---|---|---|
| 50-word-a-minute test | 15.4% | 15% |
| 60-word-a-minute test | 18.2% | 18.2% |
| 70-word-a-minute test | 32.5% | 34.8% |

(In combined speed and accuracy on all tests, the percentage in favor of Gregg was 22.2%.)

The foregoing table shows with remarkable clarity the decrease in legibility of Pitman shorthhand as the speed increases.

The following table shows that 96.9% more of the Gregg students made the required passing grade than did the Isaac Pitman students:

Per Cent of Students Passing at 60% or Above

| | at 50 word speed | at 60 word speed | at 70 word speed | Average |
|---|---|---|---|---|
| GREGG..... | 54.5% | 63.6% | 36.3% | 51.5% |
| Isaac Pitman..... | 36.3% | 27.2% | 18.1% | 27.2% |

Although the GREGG class had an average of only 99 evenings' instruction, and started almost two weeks later than the Pitman class, the GREGG class convincingly outdistanced them at every point.

Full particulars mailed upon request. Ask for circular about Regents' Examinations in New York.

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# The Western Journal of Education

HARR WAGNER, Managing Editor.
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ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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## Editorial

The State Board of Education has adopted Row, Peterson & Co.'s readers for the first and second grades and Leroy Armstrong's MS. for the sixth, seventh and eighth grades. No adoption for the third, fourth and fifth grades. The board will re-advertise for bids. Mace's Primary History and Zaner's Writing System were also adopted.

The Board of Education is to be commended for insisting on changes in the text of Mace's Primary History, so as to give prominence to historical women. The board also made an excellent decision in its refusal to contract for a method reader, and it is hoped that the postponement of the adoption of music readers will leave the music teachers free to follow their choice in texts.

The Board of Education was able to contract for these books at a very low royalty cost. It will be unfortunate if royalties on good text books be forced by competitive bids to such an unremunerative price that the writing of text books be discouraged. The State should put a premium on brains. It should reward genius. Writers should not cheapen the product of intelligent labor. We have convictions on economy. However, economy in school administration should begin with the elimination of unnecessary expenditures in school buildings, and not with school text books and equipment.

Leroy Armstrong emerged from the schoolroom in 1908, brushed the chalk from the shoulders of his coat and became a conspicuous figure in the affiliation movement of the California Teachers' Association. After several years in the uplift business, he became associated with his side partner, Fred T. Moore, as agent of the American Book Company. He is now to be congratulated on getting across with a set of his own readers. Those who understand the inside of the book business, will be curiously interested in knowing just how the successful promotion of his own books will be received at headquarters of the American Book Company, in New York. The A. B. Co. is one of the firms that refused to submit books for State publication.

We have great confidence in the Commissioner of Education and in the State Board of Education in their efforts to secure good books under a very difficult and in many respects a very unsatisfactory system. We know that they will not rest content until the children of the State are given the best.

In the meantime, teachers are always free to buy a good text book when they need it, and by supplementing with plenty of desk books the education of the children will go on, until some leader, as strong as Samson and may be as blind will reconstruct our educational system.

* * *

The State of Nevada has just completed the selection of textbooks for the ensuing four years. With the exception of one or two books Nevada secured a much better list than California has been able to secure under the present system of State publication. The publishers of more than sixty per cent of the books adopted in Nevada, will not submit their books to California on a royalty basis. The only way that children can secure the benefit of the new and valuable books, is through the expenditure of the library fund which the last legislature generously provided.

## Education Notes

The N. E. A. will meet at the Exposition August 16-28. The headquarters will be in Oakland, but the Exposition is the great educational lure.

* * *

Edwin Markham has become the most picturesque figure of the intellectual and intelligent life of the Exposition.

* * *

The Chamber of Commerce, the U. S. Board of Education and the Board of Education of San Francisco is arranging for a complete survey of the San Francisco school system.

* * *

Arthur K. Ingraham, 78 years old and for forty-five years traveling salesman in the employ of the Joseph Dixon Crucible Company, by the retirement of George Olney, becomes the oldest traveling salesman in the United States.

* * *

The Committee on Teachers' Salaries, Pensions and Life Tenure of the N. E. A. will meet August 17th in the new auditorium, Oakland, Cal. Joseph Swain, president.

* * *

Supt. Lehner of Santa Barbara has arranged to bring her institute to the exposition in San Francisco. This excursion will give to the teachers of Santa Barbara a very great opportunity to secure the full benefits of the wonderful exposition.

* * *

Hugh J. Baldwin of San Diego, has injected a lot of pep in the California Educational Exhibit in the Palace of Education at the exposition. Teachers comment favorably upon his clear direct and definite exposition of the California school system.

* * *

Anna Lena Gansner, principal of the Quincy schools, and member of the county Board of Education, has been spending her vacation at the exposition and in the Yosemite.

* * *

J. E. Wall, formerly principal of the Half Moon Bay school, is now the superintendent of the Las Vegas schools, Nevada, and a member of the State text book committee.

Hon. Martin G. Brumbaugh, governor of Pennsylvania, and a man whose educational career has endeared him to all school masters, will be at the exposition Sept. 17th.

* * *

The Trustees of the Sausalito District, Fred Linsley, Mrs. Caroline Fiedler and J. Elliot recently granted a substantial increase in the salaries of teachers. The Trustees have a splendid corps of teachers, and people are locating at Sausalito for the benefit of the good schools.

* * *

Mrs. Juliet James, wife of Supt. Morris James of Berkeley, has written a splendid book on the Art of the Exposition. It is the best book on the subject yet published, and Mrs. James is to be congratulated on her fine talent and ability to interpret so well the most attractive side of the Exposition.

* * *

The San Francisco 1915 Schools Committee, F. K. Barthel, president; Ada Goldsmith, secretary. The work of gathering material at the Exposition for a proposed school museum is progressing rapidly.

* * *

**Boyland, Santa Barbara, California**

Prince Hopkins, who is related to the well-known Booth family of San Francisco, is conducting a model school for boys at Santa Barbara. Boyland is not a regular school. It is an idea. Prince Hopkins is a young man of strong individual characteristics and has sufficient wealth to carry out his plans in an ideal way. There are about a dozen boys at Boyland. The average age is ten years. These boys hear and converse on subjects of history, science, mathematics, music, art and government as it applies to their daily life. The boys govern themselves. They study geography on excursions. They are building a small railroad to give application to the study of engineering. There is plenty of work, play and repose. Each boy has a small cottage of his own. The school is something really different, and Prince Hopkins, may be working on the experimental plan, that may lead to revolutions in our public school system.

* * *

Winship's Journal of Education recently contained an interesting article on the visit of Commissioner Schallenberger to the rural schools of San Benito county. W. J. Cagney arranged to have her visit all the rural schools, meet the teachers, pupils and parents.

* * *

Supt. Geo. Underwood of Humboldt county, has arranged to hold his institute at the Exposition during the N. E. A. August 16-17-18.

* * *

Ex-Supt. L. W. Babcock of Mendocino county, has been elected principal of the El Monte High School, Los Angeles county. The salary is more than he received as county superintendent, so that it is a fine promotion for him. Mr. Babcock is one of the most vigorous and efficient school men in California.

* * *

Mr. Hazard of Silver, Burdeet & Co., has become a successful author. One of his stories was recently published in the "All Story Magazine."

Supt. Geo. B. Albee, who has made a suc-

cess of the Eureka schools, was in San Francisco recently studying the Exposition, and arranging to bring his sixty-seven teachers to the N. E. A., August 16-17-18.

* * *

Dr. Osmer Abbott of Coalinga, has been elected principal of the Hanford High School. The vice principal succeeds him at Coalinga.

* * *

The educational exhibit at the Palace of Education of California has been greatly improved since Hugh J. Baldwin arrived from the South with wonderful moving picture films of Los Angeles, Santa Monica, Santa Ana and other places.

* * *

The educational exhibit at the Palace of Education from Pennsylvania, under the direction of A. G. Hetherington, has secured the grand prize from the Committee of Awards.

* * *

**"To What Extent Is Your School a Factor in the Social Life of Your Community? "Are Any Opportunities Lost to Make It So? Why?"**

**These were the concluding queries of a questionaire recently sent out to the rural teachers of San Diego county by the County Board of Education. Some of the answers received are surprising:**

"We are making it a public playground. We have a parent-teachers' association."

"Children aid Women's Club in street-cleaning. Have parent-teachers' association; each meeting some of our children have a part in the program. Our Camp-fire Girls serve at entertainments."

"My school is not a strong factor because the pupils live at considerable distances from the village, and the church interests take precedence. I believe it is better for a teacher to be in residence."

"The church and clubs furnish the social life in X——. The school has nothing to do with it."

"Helped plant four miles of geraniums along streets; helped clear a new park of brush and stone."

"The people of this world are so jealous of each other that it is usually unsafe for the school to aid any organization to do anything toward civic improvement."

"Not to a very great extent, as the community is small and widely scattered."

"We occasionally give entertainments, to which we invite the parents."

"All teachers are interested in the social affairs of the community."

"Dance at the school house once a month."

"Use of library and school entertainments."

"Only as it brings the children together. People are largely Mexican. Almost feudal feeling among white families."

"The school house is used as a social center. It is the meeting place of the community."

"This school is no factor in social life. The majority of patrons are Mexican people."

"Saturday evening entertainments."

"Rains and roads have prevented community gatherings."

"We have a parents' day once a month. Exercises on all holidays well attended."

"A young women's club holds semi-monthly meetings in the school house."

"The kindliest feeling exists between the community and the school."

"We could do much more in various channels if our school yard were fenced. We have cattle and horses in the yard much of the time. We can have no gardens, trees, nor green things of any kind. All this besides unpleasantness of the presence of the stock."

"In personal touch with the parents."

"The majority of the parents of my children are unable to speak English. They seem interested in the work of their children."

"Share an occasional hour."

"Neighborhood not socially in harmony. Do not think the school could improve the situation more than it does at present through special day exercises."

"Lack of interest and co-operation by parents."

"We help the Farm Bureau with their entertainments."

"School is center of social life."

"Neighborhood Christmas dinner at the school house."

"School is a literary center; we should like to make it an agricultural center."

"We try to have something in the school for visitors about once a month."

"School has been entertained at two homes."

"We are the whole thing. When we get a school house with a library, phonograph, tables, etc., we hope to have even better times."

"Rural school track meet."

"Literary and musical hour every Friday."

"Mothers' meetings."

"We are homelike here."

"School house used for school, church, Christian Endeavor, socials, farm meetings, dances."

"Not needed."

"Our community is small but the school is what unites what we have in the way of social life."

"A good school ought to be the exclusive purpose of the school administration."

* * *

Social dancing for young and old has taken place in 200 schoolhouses throughout the country during the past season, according to the Russel Sage Foundation.

* * *

An eye dispensary has been opened in Springfield, Ill., for the benefit of children who need treatment and can not pay for it. Local oculists give their services free and the board will provide glasses for children who can not purchase them.

* * *

Seeds, seedlings, hedge plants, shrubbery, etc., are furnished free to country schools in North Dakota by the State School of Forestry. In addition, the services of the State forester in planning and laying out school grounds are available without cost.

* * *

A veteran teachers' association, composed of teachers with twenty-five or more years' experience, is organized in Berks county, Pa. The association has sixty members, twenty-five of whom have taught thirty years or more. Two have taught more than forty years, and one has seen fifty-two years of service as a teacher.

* * *

Two out of every thousand public school boys receive military instruction in school, as compared with five in every thousand 15 years ago. While the total number of boys in public high schools has increased since 1900 from 216,207 to 541,486, the number of boys taking military drill has decreased from 10,455 to 9,532.

* * *

Boise, Idaho, is exemplifying the get-together spirit in promoting evening meetings in the schools. The board furnishes light (putting in extra fixtures in several buildings), pianos and janitor service free for any evening's entertainment. At four school houses in different sections of the city one entertainment a week is given, these being furnished once a fortnight by a joint committee from the three large women's clubs of Boise and in the alternating weeks by the mothers' circles. Representatives from the mothers' circles are present at each meeting to care for the smaller children.

* * *

"How far are we from Boston, Mr. Conductor?"

"About 20 miles."

"Ahem! Guess I'll put away this novel and get out Plato."

* * *

His Wife—This paper says an army of 100,000 men has wrecked a railroad in Belgium.

Railroad Magnate—What a waste of energy! A board of five directors could have done it just as thoroughly.

* * *

Willie—Paw, why is the way of the transgressor hard?

Paw—Because so many people have tramped on it, my son.

* * *

Slick Stranger—Excuse me, sir, but were not you in my class at college?

Farmer Jason—Nope; I never wented to college. I learned to drink right here in Moose Medder!

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# Southern California Section

By James V. Kelleher

Professor J. H. Montgomery, a member of the faculty of the University of Southern California, has been appointed Registrar of the institution, filling a vacancy which has existed for some time, the position having been filled temporarily by Miss Cora Dyar as Acting Registrar. Professor Montgomery will take up his new duties immediately. The new Registrar has been professor of electrical engineering at the university for several years. He holds a degree of Master of Arts from the University of Michigan.

* * *

**San Bernardino County**

Curiously enough, the largest county in the United States now has the largest high school district in the United States. On July 10th, eleven grammar school districts voted to organize the Barstow Union High School District, which covers an area larger than the State of Rhode Island. The school will open in September.

**San Bernardino City**

There is true appreciation of the work of Prof. F. W. Conrad, who recently resigned from the office of city superintendent of schools. Citizens of San Bernardino will remember gratefully his efforts in securing the new polytechnic high school.

Prof. R. B. Stover of Long Beach is the newly elected city superintendent. Prof. Stover has been especially successful as principal of one of the large grammar schools at the beach city.

Professor Clawson, a faculty member of the local High School, has accepted a position in one of the schools of Oakland.

**County Educators Meet and Select Local Man President of Organization**

At the organization of the county board of education recently, Prof. L. L. Beeman, principal of the local high school, was elected as president. Prof. E. H. Price of Chino held the office until he resigned his position as superintendent of schools in that city. Prof. Beeman and G. Jantzen of Colton were appointed to the board by the supervisors last week, Beeman to succeed himself. Mr. Jantzen took his seat with the board on July 8.

Charles Emory Barber, former member of the high school faculty in San Bernardino, who has since been teaching in the Throop College of Technology, having the chair of history and economics, has resigned to accept the position of superintendent of schools of Alhambra.

The erection of a warm water plunge and bath house is to be the latest addition to the $300,000 Chaffey high school group at Euclid avenue and Fourth street, the Chaffey board having ordered the architect to prepare plans for a structure which will cost about $8000. It is planned to have the plunge completed by the middle of September. It is largely through the efforts of the Ontario Chamber of Commerce that the new plunge has been assured and it will be used as a community affair by the cities of Ontario and Upland as well as by the pupils of the school.

## SCHOOL DECORATIONS

By E. Gug Talbott, Sacramento, Cal.

The school building is not in our time a place where the children's heads are crammed with knowledge; it is a place where they are to be developed, mentally, physically and morally. The development of the child to be complete and harmonious must be a long all lines. The aesthetic culture of the child will, therefore, not be forgotten in planning the school and its grounds. There was a time when any sort of building was considered all that was necessary; now we demand beautiful and commodious grounds and ample, well lighted and sufficiently equipped structures. In some sections of the United States it is thought sufficient if the school building is as good in its architecture and appointments as the homes of the children to whom it ministers. But this is not true. The children of the very poor and ignorant classes—the negroes and the foreigners—ought to have school buildings and surroundings that will give them the highest ideals and correct conceptions of what constitutes an artistic building. They will gain higher ideals of citizenship and a better understanding of American institutions if the school buildings are artistic in architecture and decorations, and if the school grounds are ample enough not only for play room but for some landscape gardening.

The country school, with its eight grades under one teacher, may be made a place of beauty and inspiration to the children.

I once taught in a district school in a Southern State. The school was composed of eighty children from the homes of the farmers and villagers. They were all poor people and most of them lived in rough, unpainted, unkept houses. The school house was in keeping with the homes, only if anything it was more delapidated. The natural location was very beautiful. There were large oak trees all about, and a running stream of water near by. But the building was unpainted on the outside and on the inside. The seats inside were hand-made, rude benches, ugly and uncomfortable. The walls were dingy and unadorned. Light there was plenty and ventilation more than enough, especially in the winter. After much kicking and getting other people to kick, this old house was torn down and a modern school house took its place. This new building had real artistic merit, and its inside decorations by the teacher gave the children a taste of beauty. It had much to do with changing their slovenly habits. It did much to change the homes of the people in the community. Such are the possibilities in a country school. Given the artistic building and grounds, the decorations depend largely upon the teacher.

The decorations in the school house should be in keeping with the grade of the school. A school, such as we have been considering, should have simple decorations that the children will be able to understand and appreciate. The paintings should not be cheap prints, if it is possible to obtain better reproductions. The school trustees should pay for these decorations and make them permanent. If this may not be, then the teacher should use his own money to place before the children those paintings that will awaken in them the highest aspirations and noblest ideals. Paintings of flowers and landscape views with which the children are more or less familiar, I would not use. Paul de Long Pre would not be appreciated by many country children. Neither would a Reynolds. Pagan art has no place in a lower grade school in a Christian land. The paintings on the walls should suggest activity—motion. Historical paintings are good, especially those illustrating famous events connected with the history of our own country. The teacher might have on the desk busts of Lincoln and Washington. Then the pictures of our great men, not only in history, but in literature and science, should have a place in the school room. There should be a portfolio containing pictures of the historical buildings and present day famous buildings; the portraits of our famous men and women; reproductions of the famous paintings, etc.

Some suggested paintings to be used for school decorations are: "A Helping Hand," by Renouf; "Cattle," by Potter; "Sheep-shearing," by Millet; "Song of the Lark," Millet; "Signing of the Declaration of Independence," Trumbull; "Attacked by Wolves," Kowsk; "Christ's Entry Into Jerusalem," Plockhorst; "Holy Night," Correggo; "An Imperial Courier," Schreyer; "Washington at Valley Forge," Brueckner; "Saved," Landseer.

## COMMERCIAL EDUCATORS BANQUET MR. GREGG

(By F. E. Raymond, S. F.)

Mr. and Mrs. John R. Gregg, who are visiting the Exposition at San Francisco, were the guests of honor at a reception and banquet at the Hotel Oakland, Monday night, July 12, given by the California Gregg Shorthand Association.

The guests included teachers from many states and the program offered was of unusual merit. Mr. E. E. Washburn, of the Oakland High Schools, was the toastmaster and responses were made by Mr. T. B. Bridges, Heald's Business Colleges; Mr. F. G. Ilsen, Oakland Shorthand Institute; Mr. David Lever, Standard Commercial School Exhibit, P. P. I. E.; Mr. R. R. McMasters, San Jose High School; Mrs. M. M. FitzGerald, president of State Federation of School Women's Clubs; Mr Alvin E. Pope, chief of the Palace of Education, P. P. I. E.; Miss Sarah Madden, Oakland Technical High School; Mr. J. Evan Armstrong, University of California; Mr. A. H. Chamberlain, secretary of the California Council of Education and Mr. John Robert Gregg. The spirit of this meeting, as is the case at all meetings where Greggites gather together, was one of the utmost harmony and greatest friendship. Every speaker had something inspirational to say, and there was not a dull word spoken. Everyone was eager for Mr. Gregg to speak and therefore each one took but a few moments to express his appreciation of the man and the forward movement.

Mr. Gregg is especially interested in the Standard Commercial School Exhibit in the Palace of Education at the Exposition. Mr. Alvin E. Pope, chief of the Educational Palace, in his address, said the following: "Out of each Exposition has come some definite advancement and the exhibits in the Palace of Education were accepted only after it was determined they would be instrumental in forwarding education materially. When we decided to have a commercial school exhibit I consulted a distinguished educator of great experience—a friend of mine—as to the merits of Gregg Shorthand. This friend told me he had presided at an examination for court reporters in a large State and at that examination only one writer, a young lady, wrote at a speed of two hundred words a minute and transcribed her notes without an error and that young lady was a writer of Gregg Shorthand. After it was decided to adopt Gregg Shorthand at the Commercial Educational Exhibit, we received the hearty co-operation of Mr. Gregg and all his associates. As this Standard Commercial School Exhibit is one of the most important in the Palace of Education, I am pleased to accept an invitation to attend this banquet, and now that I know Mr. Gregg, I intend to propose him to full membership in the 'Sunshine Club' at our next meeting."

## Book Notes

"Chief Contemporary Dramatists," selected and edited by Thomas H. Dickinson, Associate Professor of English in the University of Wisconsin; published by Houghton Mifflin Company, Boston.

The volume contains twenty complete plays from the recent drama of England, Ireland, America, Germany, France, Belgium, Norway, Sweden and Russia, by the master dramatists Wilde, Jones, Galsworthy, Barker, Yeats, Synge, Gady, Gregory, Ritch, Moody, Thomas, Mackaye, Hamptman, Sudermann, Brieux, Hervieu, Maeterlink, Bjornson, Strindberg, and Tcheckhov. The object of the editor was to provide for English speaking readers, within reasonable compass a series of plays, which would as nearly as possible represent the abiding achievement of the present dramatic era.

The task is not an easy one, and is always subject to criticism and difference of opinion and interpretation. Nevertheless, the book contains doubtless a valuable collection of modern dramatic gems.

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"The Lake of the Sky," by George Wharton James. Many people have written many things of Tahoe, but it remains for George Wharton James to say all there was to say about it, all in one volume, and say it beautifully and well, and reliably true. Indeed, that is one of Dr. James' special characteristics to know about a thing before he writes about it. For instance, one of the superstitious legends of Tahoe was that no one ever came up who went into its icy waters. It had no bottom, had a subterranean out-let, etc., etc. Nothing could induce the Indian, who lived on its shores to try to swim in it. Now the first things the author of this book did when he struck Tahoe the first time was to buy some rope, hire a boat, row far out upon the lake, take off his clothes, tie one end of the rope to the boat, the other around his body, and "jump in." He came up all right, but does say, "my ten or fifteen feet dive took me into colder water than I had ever experienced before, and I felt as if suddenly and at one full swoop, I were flayed alive."

And thus realistically did he get the vast fund of descriptive information in this wonderful book, likewise the maps of the Tahoe region drawn by Dr. James himself. It is artistically and properly illustrated, any one of its pictures being good enough to frame and hang on the wall.

It is a truly wonderful book, you read it with increasing interest from cover to cover. It is a comprehensive study of Lake Tahoe and its surrounding region,—even the Rangli's "blaze" not left out, and you are told when ever you see the "blaze" on a tree it leads straight to a ranger's cabin somewhere in the forest. The history of Tahoe from the beginning of things is told—all told—in this startingly comprehensive book of very nearly four hundred pages. Its Indians, its discovery by Fremont, its legends, various namings, physical characteristics, glacial phenomenon, historic towns, flowers, buds, animals, trees, are chapparal together with a full account of Tahoe national forest.

Also the best fishing and tramping and camping places. The children of California should have lessons from its pages. J. F. Topley Co., New York, publishers.

M. M. W.

"Agriculture and Life," a textbook for Normal Schools and teachers' reading circles; by Arthur D. Cromwell, M. Ph.; published by J. B. Lippincott Company, Philadelphia.

The book is written for teachers and consists largely of lectures delivered by the author, before Farmers' and Teachers' Institutes. The book is not exactly a textbook such as could well be used in elementary or even agricultural schools, but would be incalculably valuable on the desk of every teacher as a guide for her daily work. Agricultural textbooks can not last long for the subject is too fluctuating and changing from changed conditions, and climatic variance, but books on teaching agriculture will in general be valuable for their suggestions and the enthusiasm they can instill into teachers in taking hold of the work.

* * *

"Essentials of Agriculture," by Henry Jackson Waters, president of the Kansas State Agricultural College, published by Ginn & Company, 34 Beacon Street, Boston, Mass.; price, $1.25.

Although the study of agriculture has always been regarded by some of our foremost educators as worthy of a place in our public schools, necessity has at last brought the educational forces of the country to realize that in an agricultural country, agriculture is a subject of prime importtance, and for that reason must be fostered and developed to the highest point of efficiency. The artificial structure that factories and their commerce build up is a yoke enslaving humanity; a proper love for the soil and a knowledge of its bounty, the redemption from the curse. Taking into consideration the many distinct branches of the subject and the fact that every such text must be adapted to the peculiar climatic and soil conditions of a particular community, a text book must be of either enormous scope and hence unfit for use as such, or must like this volume present only a general working knowledge of its essentials. The author has tried to present a clear statement of the principles underlying successful farm practice, and to give a view of what the comparatively new and world-wide interest in agriculture means. The arrangement of subject matter in this text is based upon the results obtained by the teaching of the subject in secondary schools, and upon the courses of study adopted by various State departments of education.

* * *

"California, the Wonderful, Her Romantic History, Her Picturesque People, Her Wild Shores, Her Desert Mystery, Her Valley Loveliness, Her Mountain Glory, including Her Varied Resources, Her Commercial Greatness, Her Intellectual Achievements, Her Expanding Hopes," by Edwin Markham, published by Hearst's International Library Co., New York. For sale at all book stores; price, $2.50.

The above is a part of the title page of Edwin Markham's remarkable book, "California, the Wonderful. The book contains 400 pages, many beautiful illustrations and every page flames with the vitality of the writer's personality. This volume represents in all respects a splendid composite picture of all California. Markham's prose lines are full of beauty, strength, poetry and truth. His descriptions are very accurate and his appreciations of the various phases of California life is broad and liberal. Mr. Markham is particularly happy in his chapter on "Picturesque California," and is at his very best in "Intellectual California." His tributes to Joaquin Miller, Ambrose Bierce, John Muir, Luther Burbank, Bret Harte, Gertrude Atherton, Ina Coolbrith and others show now only the delightful friendship in the brotherhood of poets and writers, but he goes further; he is discriminating in his tributes, and every sentence rings true. The words are from the heart of a sincere man.

Mr. Markham came back to California to complete this volume and the lure of the Exposition and the lure of the people who admire his genius have kept him among us. This is a book that should be in the hands of every teacher, and in the library of the school districts of California. We trust that this brief comment will be sufficient to inspire every reader to secure a copy.

* * *

"The Pet Dove," by John Rea, a children's play in four acts, published by Whitaker & Ray-Wiggin Co., San Francisco.

This is another of Mr. Rea's charming plays, that will delight the children of a time to come. It is a good play for all school and church entertainments, and would make an excellent Christmas play. Its lesson of kindness appeals to all, and its presentation would be enjoyed and appreciated by both young and old.

* * *

"The Mouth and Teeth," by Maude Muller Tanner, D. M. D., Portland, Ore.

The little book is exclusively dedicated to the subject of cleanliness of the mouth and teeth, and to the results that follow a failure to do so. The book is written in a very simple and untechnical language, and could well be used in conjunction with other texts on hygiene.

"The Arabian Nights," entertainments, by Martha A. L. Lane; published by Ginn & Company, 29 Beacon Street, Boston, Mass. Price 50 cents.

This arrangement of twenty of the best known stories from the Arabian Nights has preserved so far as possible the characteristics of style which mark the original Arabic. Shortened and edited to meet the requirements of school use, the tales have lost nothing of their distinctive quality, and are in essence those that are still told around the camp fire of the desert. The chief favorites of young readers are here presented in a form which gives perhaps even more of the flavor and spirit of the original than can be found in the elaborate renderings based upon Galland and Scott. Following a careful study of the Lane, Payne and Burton translations, this edition offers a simple, dramatic and readable version of an incomparable and world-famous literature.

Not the least noteworthy feature of the edition are the beautiful illustrations by Ruby Winckler. The edition is equally suitable for library and for school use.

* * *

"Indian Legends," by Marion Foster Washburn; illustrated by Frederick Richardson; published by Rand McNally & Co., Chicago, Ill. Price 45 cents.

These stories for sixth and seventh grade pupils, have an unusual charm and considerable depth. They are legends containing strange ideas, yet full of thoughts. They relate for instance the Navajo conception of the progression of the first man, and the first woman through five different worlds; their forming of earth's mountains, fastening them in place with bolts of lightening, and their evolving of the heavenly bodies.

The account for the sun's traversing the sky from east to west—warmed every morning in the east, the place of fire, and carrying throughout the day a lighted torch which at the approach of night is extinguished in the Big Water.

These and similar stories told in this book are interesting and instructive, tend toward a proper appreciation of the crude thoughts presented, and show how in the course of time the mind increases in scope and strength.

* * *

"Vocational" Mathematics," by William H. Dooley, published by D. C. Heath & Co., Boston, Mass.

This book was published by the author in order to overcome a difficulty presented by recent commercial development, and corresponding commercial needs. The belief seems to be growing that the study of algebra and geometry as a purely academic study has had its day; and must now be changed so as to allow the application of the principals of mathematics to the daily needs of manufacturing life. There is doubtless some truth in the assertion, and such a course in algebra and geometry is no doubt useful for vocational classes, leaving the traditional courses for academic purposes only.

* * *

"Play in Education," by Joseph Lee; published by the Macmillan Company, 66 Fifth Avenue, New York. Price $1.50.

The aim of the author in this book is to present a true picture of the child. This aim is as noble as it is difficult, for at the most there are perhaps a half dozen men to whose store of knowledge and research, recourse can be had.

The great obstacle, according to the author, in interpreting the child to grown people, is that we have no word which stands for the most important factor in the child's life, and criticizes the word play as misnomer. The book is largely devoted to the importance of play in the child's life, and how poorly this element of his life is recognized and fostered by those who have charge of his education.

* * *

"Muscular Movement Writing Elementary Book," by C. C. Lister; published by the Macmillan Company, 66 Fifth Avenue, New York.

This series of lessons consists of an elementary book, an advanced book, and a teacher's manual. It furnishes a definite plan by which practical writing may be taught with possibly some economy of time. There are certain directions in the booklet for the teaching and supervision of writing that inexperienced teachers may welcome.


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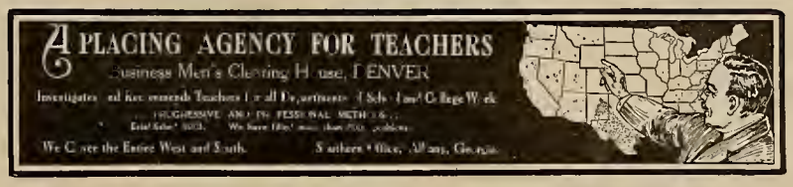




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* * *

Clarence—Did you wead that the deuced dyes they used to color clothing will no longer be obtained because of the horrid wah?

Reggie—Dear, dear! What's a fellow to do? Dwess in black?

Clarence—If we are to dwess in black I shall feel almost sorry mothah didn't insist upon making me a clergyman, don't you know?

* * *

Elsie—After I wash my face I look in the mirror to see if it's clean. Don't you?

Bobby—Don't have to. I look at the towel.

* * *

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THE
# WESTERN JOURNAL OF EDUCATION

Vol. XXI SAN FRANCISCO, AUGUST, 1915 No. 8

MEETINGS

Bay Section the California Teachers' Association, A. J. Cloud, San Francisco.

National Educational Association will meet in Oakland in August 16-28, 1915. David Starr Jordan, President.

Northern California Teachers' Association, R. W. Camper, President; Williams, Cal.; Mrs. Minnie O'Neil, Sacramento, Secretary.

Central California Teachers' Association, Craig Cunningham, Madera, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, C. H. Covell, President, Redlands; J. O. Cross, Secretary, Los Angeles. Meeting for 1915 at San Diego.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Margaret E. Schallenberger, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, William H. Langdon, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, E. P. Clarke, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

## Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

### Ideal of a Rural School

Here is Booker T. Washington's ideal of a country school. Booker is a wise man and he had peculiar opportunities for forming correct judgment upon the problems of human education. Indeed it has been said that those who would improve our public school system must go to the negro schools, the Indian schools and the reform schools for their methods and their inspiration.

"There is no earthly reason why a country school house in location, appearance, or any other respect, should be very different inside or out, from the average farmer's cottage. In fact, there is no reason why a country school should not have both the appearance and the character of a model country home. My notion of a country school is a vine-covered cottage in the middle of a garden, with fruit and flowers and vegetables growing all about it. It should have a stable attached with horses, cows, chickens, a good well, plenty of hay and fodder, and a little repair shop connected with the barn, where boys might learn something of the trades that are necessary for a farmer to know. Inside the school there should be, in addition to the assembly room, a kitchen, dining-room and bedroom, where the children might learn to cook their own dinners, wash dishes, set the table, and make the beds and take care of the home."

### Passing the Buck

D'ye mind how instinctive it is, how human and natural, during the first week of school, to pick flaws with the former teacher or with the other teacher who had our pupils last year? Even if we don't speak it, we feel it. "That other teacher must have been certainly a poor stick." "Why, the children are not properly prepared." "What could their teacher have been doing?" For this reason it is always a good idea for a teacher to succeed herself in charge of a school. One can't very well criticize himself, at least, not out loud. All this is illustrated and illuminated by the following genial rhyme:

The College President

Such rawness in a student is a shame
But lack of preparation is to blame.

The High School Principal

Good heav'ns, what crudity! the boy's a fool.
The fault, of course, is with the grammar school.

The Grammar Principal

O, that from such a dunce I might be spared!
They send them up to me so unprepared.

The Primary Principal

Poor Kindergarten blockhead! And they call
That preparation! Worse than none at all.

The Kindergarten Teacher

Never such lack of training did I see.
What sort of person can the mother be!

The Mother

You stupid child. But then, you're not to blame.
Your father's family are all the same.

### Power of the Press

Wonderful is the power of the press! It hypnotizes the ordinary man or woman and he believes it whether or no. No tale is too weird, too impossible, too absurd, to be believed when it appears in type, even if one protests that he does not accept a word of it. I sometimes tell the members of my own family circle some gem of thought, some improving observation or sage bit of counsel. It falls on stony soil. They pay no attention, even when I repeat it and amplify it and call particular attention to it, time after time. No use. Nobody at home and the gas turned off! Battery dead and won't yield a spark!

But suppose an irresponsible cub reporter strolls along, looking for a story. Suppose I gently impart to him my gem of thought, my neglected observation, my despised counsel. Suppose he is very hard up for news and prints it. What then? Why, then my family circle aforesaid, reads it in the morning paper with every mark of attention and respect. It's in the paper, and it must be so. It provokes discussion and comment and it instantly has a standing in the world, a dignity and force that would not come from any number of repetitions by word of mouth.

I suppose the answer is this: Usually what you see in the paper is substantially true, mostly true. A certain responsibility attaches to the printed statement.

### Started Out to Say

But what I started out to say in this connection is this: For a long time we have keenly needed two or three copies of "School Architecture in California," to loan from the office to those who are continually applying. We tried as hard as we could to get them by asking and writing, but all in vain—the battery didn't spark!

But when the prayer was printed in this column in last month's Journal—presto: what a change came over the spirit of the

### ONE-MINUTE SKETCH OF THE NATIONAL EDUCATION ASSOCIATION

Here's greeting and good-bye to the N. E. A., that gigantic, elephantine, three-ringed aggregation of educational attractions that has come to California and gone. 'Tis not a meeting—no, it a concourse, a series of congresses, a vast assemblage of the complex activities and emotions that have grouped themselves about the general idea of education.

No one individual can ATTEND the N. E. A.—not at all. He is an atom, an inconsiderable particle, a mere point in the infinite galaxy of the heavens. He may go to the city and pay his bills, at the hotels and exist simultaneously with the N. E. A. He may hang on the fringe and see one or two phases of it, hear a few echoes of it, see one or two of its convolutions perhaps—but that is all.

He cannot attend it in any comprehensive way, or get any idea of it as a finite whole. Impossible. It is as vast and many sided as human nature itself. It embraces everything human beings know, believe or imagine. It covers a great city and spills over upon the circumambient atmosphere and includes the surrounding towns.

This great assemblage is typical of America. It more nearly stands for American education than any other organization. In a way, it represents the 700,000 teachers of the United States. It is big, powerful, loosely organized, undisciplined. Your little man would twirl his waxed mustache—at it, ridicule it,—and then be run over by it, smashed into oblivion.

The gathering that is just past was held in Oakland, as a recognition of the Pacific Coast, as a tribute to our place in the nation. It was presided over by one of our own tall redwoods in the person of Dr. Jordan, who towered above the surrounding educational timber and made it look like shrubbery. Its dominant note, if it HAD any dominant note, was Peace—Peace among the nations of the world.

So be it—Good-bye—and Peace.

EDWARD HYATT.

dream! Instantly about a dozen copies appeared from every concern of the State, with kindly letters. Great is the power of the press! The linotype is mightier than the sword.

**Private Tip on Woman's Rights:**

Talk about your women's rights. Now I'll tell you privately, as man to man, these modern automobiles are a more powerful weapon in breaking down the conventions and restrictions affecting women in a man-made world than all the lecturers and orators who ever expelled breath on the subject.

The automobile tends to wipe out the difference in physical strength between the sexes, and that at bottom is the cause of most of the political ills that woman is heir to.

Why, look! A little delicate wisp of a woman, weighing 90 pounds or less can manipulate a big 40-horse-power machine and make it do her will, without the help, advice or assistance of any big hulking male critter whatever. She can touch it with her finger and make it crawl forward or back up or leap away into the distance like a thunderbolt—with a ton or two of weight aboard. She can fly up to the mountains or go down the steep valleys that lead to the sea. She is independent of the tyrant man! Formerly only a powerful and experienced man could pilot a ton of freight over the ground with a team. Woman was helpless in this regard. But the automobile wipes out the distinction. Woman can do it now just as well as man. Brawn is not so necessary as before. The battle is more to the brain. She can tell the brute to go hang.

But keep it dark and for mercy's sake don't say I told you.

## AN ANTIPODEAN EXPERIMENT

The following letter with its answer are self-explanatory and they tell the whole story better than to repeat it in other words:

August 9, 1915.

Supt. Public Instruction,
Sacramento, Cal.

Dear Sir:

In connection with our representation at the Panama-Pacific International Exposition, my government has forwarded to this country about 200,000 of the enclosed school papers for a gratuitous distribution with the idea that they may be of interest to school children.

As will be seen from the publication, it is a sample of the papers issued to the classes in public schools in the State of Victoria, Australia and I would like to know whether these could be placed in various schools throughout California in bundles of, say 100 or more, as required, as to individually post same, this system would be too expensive.

Should your schools favor us with the acceptance of same, I will be pleased to make arrangements in connection therewith, in which case a list of schools would be appreciated showing the relative number of children as a guide to distribution.

Thanking you in anticipation, I am,

Yours faithfully,
F. T. A. Fricke,
Commissioner.

State Capital, Sacramento, Cal.
Aug. 12, 1915.

Hon. F. T. A. Fricke, Commissioners for Victoria-Australia Commission to P. P. I. E., San Francisco, Cal.

My Dear Commissioner:

Answering your kindly letter of August 9th, I assure you we will be glad to meet you half way in your generous offer to supply our schools in quantity with copies of your school periodical for the 7th and 8th grades.

This method of furnishing textbooks in reading is of great interest to us at this time. It has often been suggested by our school people and legislators as a good thing to do in this state, as a partial or entire substitute for the regular bound textbooks. Your offer makes it possible to try the plan in actual practice, without expense. I am sure our teachers and pupils will enjoy it for a few days, to suspend the regular drill work in reading and to work instead upon your delightful little booklet describing and illustrating the trees and the homes and rivers and the resources of far away Australia, on the other side of the world. To do this in exactly the same way as the Australian children did only last January will add to the interest of the proceeding.

Therefore we shall be glad to co-operate with you accepting and distributing these leaflets from the Antipodes. It is probable that we could use to advantage from 50,000 to 75,000 copies for our upper grades, or possibly 100,000 if there be so many to spare. We shall be glad to prepare shipping lists and give all information that you desire. It is possible that we could send out a part of them at least with our shipments of free textbooks. I shall see to it that the teachers and school people are informed of the experiment, and that the educational journals take proper notice of it.

Please command me freely for anything else I can do in the premises.

Very cordially yours,
Edward Hyatt,
Supt. of Public Instruction.

# The National Education Association

Oakland, Cal., Aug. 16-28, 1915

Impossible. There is no word in the English language or any other to describe the attempt to write a review of the international congress of educators and its various ramifications. Not one hundred, but thousands of teachers suffered from eye strain, and brain fag just trying to interpret the program and to make a choice of sections. The bewildering exposition of brain exposures through the medium of speech, made "movies" of the members. Every phase of educational activity was represented in the meetings. Representative men and women came from every part of the United States and forty-three foreign countries, with a preparedness for a war of ideas, and some words, that compelled the members to listen in peace. There was practically no back-firing anywhere,—except in the political sections, and the Big Guns had their own way there.

The great convention is but a composite picture of the education movements of the past years. The speakers as a rule gave their own individual education experiences or the experiences of the educational environment of the community in which they live. There were few prophets among the speakers. They had a backward look on all forward movements, including:

Vocational Education.
Vocational Guidance.
School Hygiene.
Sex Hygiene.
School Gardening.
Rural School Libraries.
High School Extension.
Rural Supervision.
Playground Work.
Open Air Schools.
Moonlight Schools.
Retirement Salaries.
Moving Pictures.
Community Center Work.
School Surveys.
Continuation Schools.
Exceptional Pupils.
Boys' Clubs.
Montessori System.
Kindergarten Problems.
Exchange of Teachers.
Text Books.
Child Welfare.
Parent Teachers' Association.
War and Peace.
Ect., Etc.

The above represents ninety-five per cent of the educational activities of the two weeks brain festival. The Bureau of Education, Washington, D. C., has during the past two years under the leadership of Hon. P. P. Claxton, distributed bulletins upon practically every one of the educational phases represented. The journals of education have discussed the problems. The keen edge has been taken off the man with a speech, and so the N. E. A. has by the logic of events, become a place to review the educational movements of the day. It is not the place of new ideas, new messages, and new promotions. It is rather a review, and a consideration of the educational problems that have been promoted during the past year in various parts of the country. The discussions have a fine stimulating effect, and the results of such a great and diversified meeting will have tremendous influence on education in the United States and the forty-three foreign countries represented.

The election of officers occurred on Thursday morning, August 19th, David B. Johnson of South Carolina, by a vote of 479 to 184 was elected president over Grace Strachan of New York. Carrol G. Pearse was elected chairman of the Board of Trustees, and James Y. Joyner, secretary. The directors voted to hold the next meeting in 1916 in New York City.

## HON. EDWARD HYATT'S GREETING TO THE N. E. A., AUGUST 16, 1915.

"Good friends, we greet you and welcome you you from the east, the north, the south, the center, we welcome you down to this, the western edge, down to the cool breezes and the sparkling waters of our blue Pacific. We welcome you, not as the orator so many years ago, with bloody hands to hospitable graves, but with kindly hearts to hospitable homes.

"Truly we trust that the journey brings joy and inspiration to you no less than uplift and pleasure to us. It ought to bring you, and us as well, what?

"Why, renewed courage, wider understanding, a higher appreciation of the dignity and worth of our profession: Our profession, that yields us

no money beyond the barest necessities of life; scant honor, as men count honor in the world; gray hairs and an early laying-on-the-shelf. Yet we have compensations; the satisfaction of carrying the lamp. We project into the future all the race has that is worth projecting, we carry it along and pass it from one generation to the next—not only the tales and the songs of the troubadours and minnesingers—but everything the race has secured from all the past—civilization. We have the satisfaction of our responsibility, of knowing that if we fail even once to pass our message across some interval, the great procession would stop short! And, at last, comes that greatest of satisfactions to the old schoolmaster—the gratitude and love of those whom he has taught. These are the substantial rewards. Life holds nothing more worth while.

"I pray you, get all you can of the inspiration and spiritual elevation of this classic meeting of the fellows of your craft, all the exhilaration and momentum that comes of great multitudes thinking and expressing the same ideas at the same place and at the same time. And, get more! Man cannot live by bread alone. Take some of the pie as it is passed around. Yellowstone, Tahoe, Yosemite, the Grand Canyon, the sea, the missions, the wonderful exposition across the water, marking in such impressive way the last and highest level in the corridors of time—it is our privilege and our duty to get some of these, too. Not only those who come from abroad but those who dwell within our own tents, owe it to themselves and to their profession to do more than engage in the formal work within these walls. It is the function of the summer vacation, of the educational meeting, to broaden the soul, to quicken the spirit, to sweep out the microbes of worry and doubt and fear, to relax the strained bowstring and give the teacher buoyancy, enthusiasm, resiliency—yes, that is it—resiliency—against, the ever-repeated shocks of the next year's work. 'Tis the schoolmaster's chief stock in trade, his most valuable asset in dealing with the young—cheerful enthusiasm and unconquerable resilience.

"I pray you, then, do the things and seek the places, and think the thoughts and expose yourself to the influences during this, your summer vacation, that will best renew and add to your stock of hope and youthfulness, that will best make all the myriad troubles that infest the school teacher's day to fold their tents like the Arab and silently steal away.

"We thank you for coming. We enjoy your presence. We hope you'll come again. May Allah make his face to shine upon thee!

* * *

## EXTRACTS FROM SPEECHES MADE AT THE MEETING OF THE N. E. A., AUGUST 16 TO 28

After a cameo-like speech of Edward Hyatt, a splendid address of welcome by Supt. A. C. Barker, and remarks by Mayor Davie, and James A. Barr, David Starr Jordan delivered the virile address on—

**The Teacher and War**

It is said that in the schools of today the history of the future is written. It is our function as teachers to preside over these writing lessons. Too much of this history has been written in blood. Such history is barbarism. It shows that we teachers have neglected our work, or else that we have perverted it.

"It is easy to see that the present war is a war of rival militarism. It is a soldier's war—too few men trained in respect of law.

"It is said that next to the militarists the historians are at fault. A trail of blood is over human history, and the historians have been fascinated by it—obsessed by it, and they have neglected the real substance of history, the growth of man.

**Greatness in Peace**

"The really great deeds of humanity in Greece, as well as elsewhere, were not performed on the battlefield. They have been possible only in security, in patience, in those places and times which have stood as oases in the desert of war and waste.

"To teach history is a part of our business. Only by knowing the past can we create the future. But to know the past we must attach ourselves to realities. The reality in life is growth and achievement, not destruction.

"War is always the destroyer. It is comparable to a great lava flow laying desolate the fertile fields, branching in every direction, scorching all vegetation, weeds and flowers, thistles with the fruits, and leaving a trail of evil not removed for years or centuries.

"It has been taught that war is a positive thing; peace, the interval between wars, a 'pale negation,' the 'period of fattening' for the great struggles which decide the fate of nations. It has been taught, and by great teachers, that war is the nations' salutary exercise, the growing pains of a nation's discipline.

**War's Lawlessness**

"It is our duty as teachers to question this claim. If we find it unfounded it is our business to help our children to see its fallacy. War and not peace is the negation. Peace is the duration of law. Law ideally represents the best form of human relation, the best way of doing things. Law as we know it is our human attempt to realize in statutes what is ideally best in human nature. To frame statutes which are just and fair, which rest on the best impulses of mankind, the people must work together. Laws can not be imposed on us from above. We know no 'above' in our social adjustments save the mind and conscience of universal humanity. In our democratic understanding there is no king and no state that can do all this for us while we are asleep or inert. We, the people, constitute the State. It exists for our mutual advantage, for, after all, this is the people's country.

"'Above all nations is humanity,' and true patriotism is humanity's service. This is 'planetary patriotism,' the wholesome result of the widening of our intellectual boundaries, the enlargement of our souls.

"Our country has been called the one great international country. Let us do our part to keep it so—not in blood, but in spirit."

**"Turning Point Is Here"**

Dr. Elmer Brown of New York, in his address summing up the progress of education since 1900, said:

"This is really the end of an era of which we are speaking; not the first fifteen years of the twentieth century, but the last fifteen years of the age preceding the great war. Whether we shall be drawn into that war or not there can be little doubt that it marks a turning point in the history of the civilized world. These things have all happened in the early dawn of civilization. The great war has shown us that the world has hardly begun to be civilized as yet. We are living in the morning twilight of a world that is yet to become civilized.

"It is the function of a national educational association to plan from the ground up a national system which shall be equal to the demands of any national emergency as well as equal to the daily needs of the nation.

"In the first place we must bring up a people indoctrinated with a sense of obligation to the good of all. Whether brought up to be soldiers or not they are to learn that they do not live unto themselves; that even their 'last full measure of devotion' is due to their country; that even their private vocation is and ought to be public service."


# IMPORTANT ANNOUNCEMENT

The Board of Education of Oakland, Cal., unanimously and officially adopted **Gregg Shorthand** in May, 1915, for the high schools of that city. Classes began in June, 1915.

The Board of Education of Los Angeles, Cal., unanimously and officially adopted **Gregg Shorthand** in August, 1915, for the high and intermediate schools of that city. Classes begin in September, 1915.

The Board of Education in each city based its unanimous and official approval of **Gregg Shorthand** on the following:

Each city conducted **Gregg Shorthand** classes for one year prior to adoption in direct and daily competition with long organized classes of Pitmanic shorthand. **The Gregg Classes were uniformly successful.**

Each city asked its own teachers to investigate and pass upon the selection of a shorthand system best adapted for the highest cultural and utilitarian work.

**Each Teacher's Report Unanimously recommended Gregg Shorthand.**

**The Gold Medal of Honor** awarded Gregg Shorthand, Rational Typewriting, and Office Training for Stenographers (published by The Gregg Publishing Company) by the International Jury of Awards, and confirmed by the Superior Jury, P. P. I. E., is the highest honor ever received by any system of shorthand or textbooks on commercial education.

The Jury of Awards based its findings on the daily work done by fifty high school boys and girls at the Standard Commercial School exhibit, P. P. I. E., in Gregg Shorthand, Rational Typewriting, and Office Training for Stenographers.

A postal card addressed to our nearest office will give further information of the universal success and international progress of Gregg Shorthand.

Respectfully,

**The Gregg Publishing Company**

**Pithy Points in Dr. Jordan's War Talk**

Epigrams from Dr. David Starr Jordan's peace address:

"A battle is the greatest mollycoddle factory, because it destroys the brave."

"War does not make heroes. It simply cannot kill them all. The only way to break the sword is through rust."

"The 'peace at any price cry' is a cheap slur on the peace movement. We want to see the price list first."

"What have we against Japan but a few little snubs, such as we college presidents have to put up with every week?"

"I hope this nation will never be beaten in a war, but I also hope it will never be victorious. It is safer to rise from the dust of defeat than to fall from a high horse."

**Women and War**

(By Mrs. Philip Snowden of England)

"Capitalism and militarism, the twin foes of democracy, have been the causes of war from the foundation of civilization, and until both of these are stamped out there can be no hope for permanent and universal peace.

"It is exceedingly foolish for women to condescend to imitate the military idea in dress, or to encourage their children to like military toys," she said. 'A prominent English clergyman recently said: 'Until women hate war more than they love the courage and uniform of the soldier war will never cease.'

"Courage is a great virtue, and I do not want to belittle the magnificent faith that makes a hero throw away his life for his country. But often the lovers of peace must show more courage than the soldier, because when they refuse to fight they go against popular sentiment.

"One hundred people in each nation made this war, and yet the millions have to suffer for it. Women must silence the word of hate whenever they hear it. Especially the teachers of the land must discourage all things military in the schools.

"America must be kept out of the war, because Europe is going to need you to soften the animosities and engineer the vast work of reconstruction after peace is declared."

**Socialize Our Schools**

Frederic W. Roman, Syracuse University, New York, said:

"Our country is the richest in the world. Never before have our workmen been able to produce as much goods as is being created in the present capitalistic stage of economy. More food and clothing is produced per capita than has ever been the case in any previous epoch of history, yet there is great discontent among the workers. Wealth is being concentrated more and more into the hands of the few. The effects of this tendency is expressing itself daily in the threatening social revolution just ahead of us. Strikes of enormous proportions are the subjects of the headlines of great cosmopolitan dailies. Civil strife has been so great and so frequent in recent years that one may say that the state militia or federal troops are busy restoring order in one or more sections of the country all the time.

**Industrial Situation**

"Such is the brief but true analysis of our industrial situation in this country. It is clear then that the paramount economic question is not ways and means of producing more goods and better goods, but rather a reorganization, or at least a readjustment, of our means of distributing the enormous quantities of wealth which is being produced right now.

"It is the purpose of this address to show that vocational education, in order to be successful, must include much more than the mere making of skilled tools out of our children. Our capitalists have already robbed our forests and our mines and the natural resources of our country generally, and now we are asked to accept a system of education which looks to the exploiting of our children. To train boys and girls to become mechanically efficient will not solve the problem arising out of the ever-increasing number of strikes and labor wars going on in the United States. The greatest problem before the American people is not how to train boys and girls to produce more goods and better goods in shorter time and at less expense, but the real problem is the question involving the distribution of the goods which we already produce.

"We can not hope to hold the material blessings which we, now enjoy in the United States unless our schools are able to more fully socialize our people. This quarrel between labor and capital can not always go on. It will not be solved by vocational schools that have material production as their goal. The need of the present hour is a vocational school that is able to take due cognizance of the industrial strife that is being waged so bitterly between "those that have and those that have not.' This means that the vocational school is dependent upon the cultural training of the elementary schools, and that vocational school curriculum itself must devote a large part of its time to the study of the problems connected with wages, citizenship, democracy."

**Internationalism Has New Phase**

May Wright Sewall tells what charges teachers should foster, as follows:

"The new internationalism implies abandonment of the effort to exploit, to conquer or to compel to one's own beliefs and habits. Probably the country, at the present moment, best adapted to the exercise of the spirit of the new internationalism is the United States. The present tragic war that involved the larger part of Europe and threatens to involve it all before its conclusion, is the logical and inevitable result of the feelings that impelled all the forms and methods of the internationalism.

**All Countries Meet Here**

"There is no country involved in the tragedy which is not represented in the schools of the United States. As it has been found easier to bring the children of recently arrived immigrants into kindergartens and infant schools of all kinds than into any other, we may state that the kindergarten is the place where all the principles involved in the new internationalism should be and may, most easily be, inculcated.

"The cities which have the most composite population are the ones whose kindergartens offer to teachers the best field for this work. But, at the present time, our population has become so complex that excepting in the most exclusive neighborhoods it would be hardly possible to gather in all of the children of a neighborhood without bringing together from two to a half dozen nationalities.

**What Means to Progress?**

"What are the principles involved in the new internationalism?

"First of all, the sense of wholeness as applied to the human race.

"Second, the spirit of appreciation which will enable one to value the qualities characteristic of each section of the race.

"Third, an abatement of the tendency to over-value the contribution of that section to which the majority of the children in any kindergarten may belong."

**Vocational Guidance**

W. Carson Ryan, of U. S. Bureau of Education, said:

"This is because vocational guidance is inevitably brought up with the problem of education in a democracy. If education is to prepare every boy and girl for service to society, and society is to exact service and testify to value received, then the school must undertake to help every boy and girl to the service he or she shall render. No other agency can do this. The individual employed cannot do it, the parent cannot do it, and neither should be allowed to do it.

"We have already had too much of the kind of guidance that guides a man into


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a job that unfits for everything else and reduces him to the level of the dust. The selection of a vocation must be self-selection by the boy or girl, but under guidance long continued, careful, sympathetic, extending from the kindergarten through the university—a guidance which shall show how human society is organized, the dignity and worthiness of all human service, and the importance of contributing each his best to the common welfare.

"Selection of vocation on such a basis will never be ideal nor final; it will not be absolute, nor should it be; but it will be infinitely better than the hit-or-miss method whereby society now bungles through the job."

**Average School Board**

Members of most school boards, according to William E. Chancellor, professor of political science in the University of Wooster, Ohio, have the intelligence of fourth and fifth grade pupils.

**"The average trustee," said he, "knows less of geography, history, literature, than the average eighth-grade boy and girl. If I could apply the Binet mentality test to them I think I would find that they know less than a fourth or fifth grade child.**

**"Only a person who thoroughly loves children and who places their welfare above everything should be eligible for the position. A member who confines his attention to the tax levy, to the utter disregard of the child, is a menace to any school board."**

**Dr. Claxton and the Rural School**

"In every other field of endeavor men learn parts of an industry or occupation and are content to manage their part well. But the farmer must know all things at all times to be a success."

Rural schools need properly trained teachers more than city schools, Dr. Claxton said, for in rural districts there is need for rounded education which does not obtain in urban communities.

"Boys and girls leave the country to go to the city, not in order to learn more about their work, but to be able to apply their limited knowledge in the limited fields open there, and to pass as qualified workers."

"Country school teachers leave for the same reason," he said. "They want to find work where they need to know only the work of one grade or subject."

* * *

## MIXES PLAY WITH STUDY IN SCHOOL

**John R. Kirk of Missouri Describes Results of Combining the Two.**

"With one-third of the time systematically given over to organized physical activity," he said, "the children in the other two-thirds of the time accomplish more in their studies than they did under the old-time screwed-to-the-floor scheme and glued-to-the seat discipline.

"Each morning the children come running happily to the call to lessons. With vigorous heart-beat they read, they work, they study a little while. Then we send them in groups for a few minutes to the indoor gymnasium exercise or the out-of-door game, to receive them back in an exhilarated state of body and mind ready to do what we would have them do and ready to do it with a will, because they know they will presently be called again to participate in the song or the folk dance, or the manual arts, or the fine arts, or the household arts, or other motivating joint activity of body and mind.

"With movable furniture and other modern appurtenances and with sympathetic, whole-souled, sane teachers, the children and school never repressive nor tiresome, but nearly always joyous and exhilarating."

* * *

## 'JOY OF LIVING' N. E. A. MESSAGE

(By Nancy Cattell, College of Speech Arts, Denver, Colo. The youngest delegate in attendance on the International Congress of Education.)

The following message was sounded by Miss Nancy Cattell to the public and all those who are attending the International Congress of Education:

Lift up your heads, oh, ye gates, and be ye lift up, ye everlasting doors, and the King of Glory shall come in.

The message of the National Education Association is a militant, positive, constructive attitude toward life; the joy of living, the wonder of seeing, and feeling, and knowing and being!

Everywhere I hear the same note sounded. I learn that the greatest trouble in the world comes from want of understanding; that the loving study of mankind is the basis of success; that life is a terrible, a wonderful thing.

That we are not to be mere encyclopedias of fact, but are to make of living an art that each day is to be the cameo; that work is not divided into that which degrades and uplifts, but it is our attitude toward that work. That he is a success who lives joyously, according to his highest standard and permits others to live according to theirs; believing that each individual is following as closely as he can his ideal.

I learn that men and women can never be equal because they are different; that one individual is not better than another; he is different. I hear a great deal about play and work; play is something you want to do and cannot; work is something you do not want to do, but must. I hear that by changing one's attitude toward work it can be made play. I hear a good deal about educating the heart to feel more and the mind that it may understand the longings of a great army of people born without a chance to know the joy of living.

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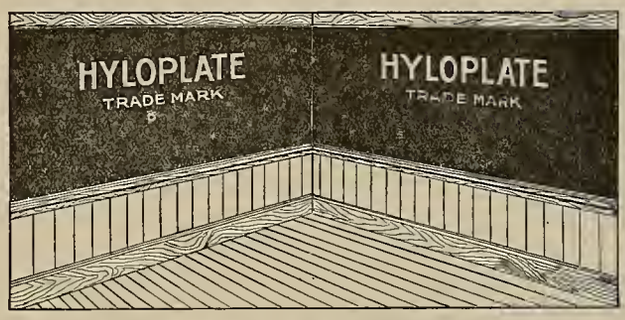


Hyloplate Blackboard is made with either black or green surface, especially prepared to stand this climate.

The best material for the purpose, the best way of producing, has been found and adopted, no matter what the cost. It is manufactured in the "Weber" Plant, which is the most complete and up-to-date factory in the world devoted to the manufacture of blackboards, globes and school accessories.

On account of its immense success and tremendous popularity Hyloplate has many imitators. As usual they are a weak imitation of a first-class article, and have only their similarity in name or appearance, or their cheapness in price to recommend them. School boards can not afford to experiment with the imitations. Insist on the genuine HYLOPLATE, accompanied by the manufacturer's guarantee. Each piece of Hyloplate is stamped on the back with "WEBER'S" registered trade-mark.

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**SOUTHERN PACIFIC**

In the physical department I hear the plea for stronger, freer, more beautiful bodies; in the English department the plea for stronger, freer, more beautiful voices, and all through the organization the plea for hearts to feel, minds to understand and wills to do.

I see through the efforts of this great body of thinkers and workers the end of war, some day, the happiness of women and little children, some day, and love shining in every face.

* * *

## TEXT BOOKS AND AUTHORS

(By A. E. Winship, "Journal of Education" Boston, Mass.)

"Nine-tenths and more of all that we learn in life that is above the ordinary we learn from books.

"The American school book is the most perfect feature of American education. More money, more brains, more skill, more art have been put into the school books used by all children who are permitted to use real American school books than into the education and teacher-training of four-fifths of the teachers of the United States in the last thirty years.

"One of the great missions of the school is to teach how to get the most that is worth while from the printed page, to establish the habit of reading intelligently and studiously things worth knowing, reading so as to have available for use what one knows from his reading.

"Great American school books have ever been masterpieces, the growth of a great system of book-making. A great inventor rarely works out the perfecting amendments which make his genius of service to mankind. The man who blazes a new path in the forest never builds a roadway, not even a bridal path. Lewis and Clark did a great service to America when they demonstrated the possibilities of crossing the Rockies but they would have been of no service to America if all that was ever done for transcontinental travel had been done by them.

"Teachers come and go; a large number of them teach less than three years. If they teach ten years they have not reached 500 children each; if twenty years not a thousand; but every great American school book has reached from a million to twenty million children; has woven itself into their knowledge for life; has quickened their intelligence for a life-time; has become a dynamic force; has Americanized them; has inspired and ennobled them.

"You can not have vital and virile American school books and pay for damaged goods on the one hand or shoddy stock on the other.

"When you can eat porterhouse steak and pay for shin bone; when you can wear first-class clothes and pay fourth-class price; when you can see a world series game at the price of high school game and occupy a grandstand seat on a bleacher ticket, then and not till then can you continue to have vital and virile, masterly and vigorous American school books by trying to force publishers to sell two-dollar books for nineteen cents.

"When the government demands pure food it does not demand cheapness at the same time. When it insists upon standardizing the butter fat in milk it does not demand that milk sell for three cents a quart. It never insists upon cheapness when it means high quality nor upon high quality when it means cheapness. The two never have gone and never will go hand in hand.

"The wail for cheap school books aims to dilute American intelligence, to enervate the American mind, to sap the vitality and eliminate the virility of American youth."

* * *

## JUDGE WILLIS BROWN OF SALT LAKE, UTAH, LECTURED TO THE N. E. A.

"You're nothing but theorists. You are not practical. You bore yourselves at your own meetings.

"You look forward to trips to the exposition, side trips and banquets far more than you do to solving the vital problems which you should be here to study.

"The meetings that are vital and should be attended by thousands are attended by only a few and are held in small rooms, while departmental congresses on education investigation and such piffle are held in the vast auditoriums, where thousands go to hear the speeches.

"Criticism should not be directed against the school—it is the system and the inefficiency of the product of the system that should be criticised.

"There are less than 500 boys in Oakland who have ever achieved anything actually worth while as a result of the education they get in the Oakland schools.

"Why, one boy did the notable thing of raising 120 rabbits from one; another thought he had achieved something vital when he kept his face clean for a year, and a third boasted that he had successfully stolen transfers from the street car company for a long period.

"More boys run away from vocational training in the public schools than they do from Latin.

"Children today are not being educated —they are merely being instructed.

"The unfortunate thing about the school system is that it is conducted by products of that system.

"The teachers, as a result, are making the boys a lot of mollycoddles like some of themselves.

"There is no incentive beyond that of personal satisfaction to any ordinary educator to go out and investigate conditions and try to revolutionize the school system. The schools do not want to be revolutionized.

"You people are too theatrical, too highbrow for me. I use a safety razor more than some men."

* * *

## KING'S ENGLISH

(By Prof. Searson, University of Kansas, and E. K. Broadus of Alberta, Canada.)

"Like the proprietors of 10-cent stores and mail order houses, the teachers of English have tried to meet public needs; but,


## SOMETHING DIFFERENT

EVERYBODY'S writing
WITH SHORT lines
AND LITTLE stars,
AND EVERYTHING.
WHY SHOULDN'T we
TELL our story
IN THE same way?
TRYING IT, reminds me
OF A man, I knew
WHO SOLD Heinze's
57 VARIETIES
TO THE trade
ONE NIGHT, he ate
A BOTTLE of pickles
AND HAD an inspiration
OR CRAMPS or something
AND WROTE a poem
DID I look easy?
OR SYMPATHETIC
OR ANYTHING?
ANYWAY, I read it.
I SAID, the sentiment
WAS GOOD.
HE SENT it
TO A publisher.
THE FORM letter
THAT BROUGHT it back
WAS ALL green
HAS SOMETHING happened
IN TRANSIT?
DID HE forget
TO DRINK
THE PRESERVATIVE
WITH THE pickles?
OUR STORY is about
BUHLIGS BUSINESS English
IT'LL NOT come back
WE PAY for it.
BUT TO proceed!
BUHLIG'S IS a wonder!
A FIRST year book

IT'S PRACTICAL,
IT'S INTERESTING
IT'S DIFFERENT
AND EVERYTHING.
IT REVIEWS Grammar,
SPELLING, Word Analysis.
YOU SHOULD see.
HOW IT teaches
ORAL COMPOSITION,
AND LETTER-Writing
IT'S SPECIAL study
OF TYPES of business
IS SUPERB, inspiring,
AND EVERYTHING.
WHERE IS it used?
LOS ANGELES took it.
SO DID San Diego,
SANTA ANA, Bakersfield.
HANFORD, San Jose
AND SACRAMENTO
AND MOST every place
IN CALIFORNIA.
SEATTLE ADOPTED it.
CHICAGO, DAYTON, Ohio,
WASHINGTON, D. C.
TROY, Rochester
AND NEW York City
AND PLACES numberless,
BOTH EAST and West.
DON'T YOU know Buhlig's?
YOU'RE MISSING something!
SO ARE your students!
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GIVE THE new class
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SAN FRANCISCO.
They'll THANK YOU.

By G. H. C.

unlike these fortunate mercantile adventures, they have found themselves faced by an increasing army of dissatisfied customers."

In other words the country's various kinds of English must be improved. The playground, home, conversational and newspaper English should be studied by all.

Edmund K. Broadus of the University of Alberta, Canada, told the meeting that there are too many John Smiths in the world. He spoke on "The Case of John Smith."

"The eternal round or organizing and standardizing tends to create a dead level of mediocrity," he said. "The ideal of democracy is to fit the undistinguishable and inarticulate John Smiths for their jobs and thus to turn out every year so many thousand identically put together human beings. The essence of the teaching of English is always from the John Smiths and toward the supreme individualism of genius; but the tendency of teachers of English, both in high school and college, is to yield increasingly year by year to the pressure of the democratic conception and to become embodied regulations, incarnate syllabi."

That's what English teachers are, says Broadus—"embodied regulations and incarnate syllabi."

* * *

## SICKNESS AND PEDAGOGY.

By Thos. D. Wood, Columbus University.

"The mortality (death rate)is not higher among teachers than in members of other occupations, but the morbidity (ill health rate) is especially high among teachers. Women teachers especially suffer in excessively high percentages from tuberculosis on one hand and nervous disorders on the other.

"Statistics do not show a relatively high percentage of insanity among teachers, but there is an extraordinarily high percentage of nervous exhaustion, of neurasthania, of troublesome and disabling nervous disorders.

"A great majority of the teachers are young women. A great majority of women teachers give up teaching after three or four years. It is a crime against society to allow the profession of teaching to injure the health of so many women; to lower their efficiency for mere living; for other forms of productive industry than teaching, or particularly for motherhood, as happens in so many cases."

* * *

## FREE TEXT-BOOK LAW IS CRITICISED.

### Superintendent Mark Keppel of Los Angeles Says it is Step Backward.

"If all the states in the Union should adopt a free text-book system such as we have in California, the country would go back into the dark ages," said Keppel.

Cheapness is the ideal of the state commission, according to Keppel, who thinks the state text-book will eliminate in time all the high class writers.

"Patronizing state authors instead of seeking the best to be had," said Keppel, "is another weakness of the plan under which the state puts text-books in the child's hand free of cost."

"We have seven text-book authors in California," he said. "I doubt if we have any Macaulays or Bancrofts, but last year the commission accepted all the offerings of the seven. The state buys the book, and it must stay however unfit it may be until some member of the board has a child, or a grandchild, who is forced to use it.

"And, after all, the cost of the text-book is a small item compared with the cost of schoolhouse repairs. We wasted $1,200,000 in July and August in this state on repairing of school houses and nothing was said about it."

## THE SENSATION OF THE OAKLAND MEETING.

Dr. Yamei Kin of Tientsin, created a sensation in her denouncement of the methods of the Japanese as teachers in China. Dr. Kin spoke in the most beautiful English, in a clear, quite voice, saying:

"Nine years ago there were large industrial schools throughout my country which we had put in the hands of the Japanese, because then they seemed to us the apotheosis of Oriental wisdom. Two years ago everyone of these schools had been abandoned. Why? Because no attempt was made to adapt the instruction to the needs of the country. Only artificial trades had been taught. Likewise with the agricultural stations started on our territory. The funds were placed in the hands of the Japanese. Were they not wonderful agriculturists? These, too, failed, because they tried to transport alien conditions into the soil."

"Our students sent to Japan to learn engineering and other subjects came back in six months with diplomas they had bought. Is it any wonder that we have not the same respect we once had for Japan? That China has changed from her old friendliness?

"Throughout China today we have placed an unspoken boycott that is the strongest in the history of the world and that has unified our nation as nothing else could have done."

## TENURE

By James Ferguson, San Francisco, Cal.

Mr. Ferguson, one of the most active members of the National Committee of the N. E. A. on salaries, tenure and pensions, made a very able address at the Oakland meeting. The following extract on tenure is of interest to our readers:

"From the same point of view, permanency of tenure for the teacher is also as desirable as fair remuneration. No teacher can do her best work when she is confronted annually by the problem of finding another position. In many cases months are wasted by such a distraction, and the pupils suffer because of the mental and physical effects upon the teacher. Security is necessary for her peace of mind.

"Much has been said about evils attending permanent tenure. I have never known one of its critics to refuse a position under the system. On the contrary, I have known some of them to come pretty near breaking the speed limit in a race to secure one. It is sometimes said that the system preserves the unfit. Where this is so, it is an abuse which can be corrected by the proper enforcement of the retirement clause which always can be made a part of any plan of permanent tenure.

"After observing closely for the past decade the schools of San Francisco, where life tenure has been in operation for more than twenty years, I am convinced that the abuses are not to be compared with the evils of the yearly plan of employment. And, administered by a non-political authority, there is no abuse which will be found to be an inherent part of the plan of permanent tenure itself. There can be abuses, and there will be, when officials prefer to serve their own selfish interest rather than the interests of the children. But such officials would inflict upon the schools even greater abuses if they were given the larger power of changing the teaching force every year.

"Under permanent tenure provision should be made for the removal of superannuated and incompetent teachers. And this will be carried out by officials who are faithful to their sacred trust. My observation of the system in operation leads me to the conviction that every defect found in the operation of permanent tenure can be removed by having the schools administered by officials whose qualifications are educational rather than political, and whose chief desire is to serve the children rather than themselves.

"The greatest enemy of permanent tenure is the political school official who, to serve his own selfish purpose, refuses to retire the teacher who is unfit. Such an official is a menace to society, and a living crime against childhood. He would be dangerous anywhere in the public service, but he is specially dangerous in the schools. He is an enemy of the child and of the efficient teacher alike, for he sacrifices both of their interests in selfishly guarding his own.

"Every argument against the system based

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TO EVERYONE, the words "The Golden West" is descriptive of a certain part of our country, but to those that are natives there, or live there, these words sink deep into their hearts. We want everyone to know that the Dixon Company of Jersey City, N. J., make a pencil that is rich in quality, and have given it this name. It comes both in round and hexagon shapes, and has a beautiful golden tip with a red rubber eraser.

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upon any shadow of evidence has its source right here, and the teaching profession must be careful to see that permanent tenure is not burdened with such a load. The public will demand in the last analysis, and rightly so, that the schools be conducted first of all in the interests of the children, and unless every proposition advanced measures up to this standard, it will be rejected. If in any instance permanent tenure is made to work an injury to the children it is prostituted, and the whole cause of education suffers. But, I repeat, there is nothing inherent in a rational plan of permanent tenure which sacrifices the child; on the contrary it will serve his interests. And I repeat again, the evils of no tenure far outweigh the possible abuses of permanent tenure."

* * *

## DAVID STARR JORDAN'S REQUIREMENTS OF A SUCCESSFUL COLLEGE PRESIDENT.

The following eighteen rules by Dr. Jordan applies not only to college presidents, but to executive offices of all sorts and conditions:

The college president must be a liar, since he cannot tell all he knows about those around him.

He must have 400 or 500 words handy to "let loose" on suitable occasions, for the purpose of awakening echoes in the minds of his hearers.

He must not do anything he can hire some one else to do. If the professors cannot take care of the delinquent students, etc., he advocates a new professor.

He must have intiative.

He must "fix it" so that his board of trustees can only indorse or reject his recommendations.

He must be very moral, since his example counts greatly.

He must not be too clubable.

He must not be too convivial.

He must be unselfish, because his students can see through a selfish master every time.

He must be a scholar to the extent that he knows truth from untruth.

He must be able to pick a scholar when he sees one.

He must know some things, since everybody in time comes to believe he knows all and is infallible.

He must not back down on any problem, but must "carry out the bluff."

He must not "pass the buck" to the trustees.

He must be frank.

He must not boast that sending a football team several thousand miles to play a game is for "the good of the university."

He is believed to be a slave, because of the varied influences brought to bear in matters he handles.

He must not show weakness or be arbitrary.

* * *

## PITHY EXTRACTS FROM SPEECHES AT THE N. E. A.

"Many of the accomplishments in sanitation and public health are the result of education. In this tremendous, but not superhuman task of teaching health there seems to me to be no more effective way than to commit it to the ones who are, and are to be, teachers."—Elizabeth Wilson Allison, of Wisconsin, State Normal School.

"It is the business of every woman to know how to manage a household efficiently. Some knowledge of the chemistry of the processes concerned leads to efficiency in practically every art and industry. The art of household management is no exception."—Mary Ethel Jones, Los Angeles High School.

* * *

"School board memberships are often stepping stones for young men to so-called higher political office. Sometimes they are berths of reward to old politicians thereby shelved. The best board members are neither young nor old, and they are without political amibition or memories. We can get such men only by an enlightened public opinion and a stronger social conscience." —William E. Chancellor, College of Wooster, Ohio.

* * *

"A member who confines his attention to the tax levy entirely to the utter disregard of the child, is a menace to any school board. There is hardly a community in the country which will not back their Board of Education to the limit if they felt the appropriations are expended wisely. There is no better constructive publicity for a city than to be known over the entire country as a city of good schools—to be known as "the" city of good schools has a value twenty-fold greater." — O. M. Plummer, Portland, Ore.

* * *

"When the night school and its various activities becomes a civic center; when a large proportion of the population find what they need and want within its walls, there will be no time nor interest in the poolroom, the gambling table and the saloon, and thus one of our biggest problems will automatically solve itself."—Daisy Fox Desmond, principal of Evening School, San Jose.

* * *

"A good citizen is a saver. Education for life must include instruction in the simple principles of economics, training in the use of money and in habits of thrift. School savings banks have now become an integral part of our educational system in the United States as well as in Europe."—Paul L. Evans of Alameda High School.

* * *

"Education from the earliest years throughout the plastic period is an organic whole; only more important in earliest childhood because here are started the habits of future growth. There is needed a not less close sympathetic mastery of kindergarten practice, but a wider knowledge and general discipline to command confidence; acquaintance with modern science, especially biology and the social sciences." —R. G. Boone, University of California.

* * *

"The most pesky fellows to deal with are the men with superstitions. These testers of useless knowledge and of more useless methods are the testiest testers in the world. Their scholastic superstitions are a nightmare, a tragedy. It is a thousand times as bad to have a man or a body of men fool with the testing of teachers, as it is to have a teacher fool with the promotion of a boy."—A. E. Winship, Editor "Journal of Education," Boston.

* * *

"The Danes were driven to do what they did through the spur of necessity brought about through disastrous war. We have had none such but, nevertheless, the peculiar transition through which our nation has been going for some years has made out of us largely a nation of exploiters, no longer home makers in the sense that we were in the early priod of household economy farming."—H. W. Foght, Washington, D. C.

* * *

"The cultural value of accountancy lies chiefly in the fact that it develops rapid and clear thinking. In teaching this subject, reason rather than memory should be developed. The meaning of debit and credit must be clearly shown: Debtor receives, Creditor gives, hence Debit the receiving account and Credit the giving account. The object of bookkeeping should be clearly demonstrated and the balance sheet shown to contain symbols telling the story of success or failure."—W. S. Stone, Sausalito.

* * *

"Tenure laws tend to dignify the profession, for under their provisions there will be a recognized just tribunal established where a teacher can attain a fair hearing. By the school board acting as this tribunal her accusers will not be her judge and jury. Tenure laws protect the competent and force the incompetent out."—Grace DeGraff, President League of Teachers' Associations.

* * *

## THE BEACON METHOD READER

The school people of the State—especially the primary teachers and supervisors all seem much pleased over the fact that the State Board of Education did not adopt a set of method readers.

The probabilities are that the Beacon Method, which the publishers say is spreading like wild fire all over the country, will now find its way into a great many of the California schools this fall.

Within the last few weeks Mr. Smith, coast manager for the publishers, Ginn & Co., tells us that the Beacon Method has been adopted for exclusive use in the States of Nevada and New Mexico, and in thousands of counties and cities all over the country.

In California the private schools, where there is little red tape to unwind in the selection of the text, are taking the Beacon at once—and several cities have already placed orders for at least some of the Beacon material—among these cities are San Diego, San Francisco and Santa Cruz.

If a teacher can get better results with half the work she usually thanks her superintendent or board of education for making a change.

That is why the Beacon is "taking so well," says Mr. Smith, because it's a wise superintendent who pleases his teachers—especially those in the primary grades where the exceedingly important foundation work is done.

After all it does seem sensible does it not —to lay stress upon the phonic element at the beginning rather than at the end of the work.

**The Board of Education of Los Angeles, California**

has officially adopted the

ISAAC PITMAN SHORTHAND

for exclusive use in the High Schools of that city, commencing September, 1915, in place of a light line system previously taught.

It is interesting to note that the adoption of the Isaac Pitman Shorthand for these schools was only arrived at after a most exhaustive examination by a special committee appointed by Dr. J. H. Francis, City Superintendent of Schools.

Send for a copy of "Statistical Legerdemain," containing the Truth in regard to the recent report of the committee appointed by the Shorthand Section of the High School Teachers' Association of New York.

Particulars of a free Correspondence Course for Teachers will also be sent upon request.

ISAAC PITMAN & SONS

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# The State Board of Education Adopted No Method Reader

## THAT WAS GOOD NEWS

## California Schools May Now Use THE BEACON METHOD

**By James H. Fassett, Superintendent of Schools, Nashua, N. H.**

THE Beacon Method includes two inexpensive charts—a phonetic chart for the early phonics and a reading chart with which to enliven the work by actual practice in reading while the rudiments of phonics are being acquired.

The Beacon Primer supplies practice material in both reading and phonics, and connects the Beacon Phonics with real literature, thus avoiding the dry drill of most phonic systems. The Beacon First Reader, Beacon Second Reader, and Beacon Third Reader supply the literature, and contain as well, in completely graded and definitely organized phonetic tables, the necessary collateral material for review and drill.

**The Beacon Phonetic Chart** 22 x 23 inches, folded, with re-enforced edges, furnished with cloth-bound, patented holder (which serves in place of a standard), 19 sheets.

**The Beacon Letter Sheets** Package of six sheets supplied free with each chart.

**The Beacon Word Builders** Package of fifteen sheets containing cards for building the words on the Phonetic Chart. Each sheet contains enough cards for a single pupil. Price per package, 35 cents.

**The Beacon Reading Chart** 20 x 23 inches, folded, with re-enforced edges, 21 sheets. The Reading Chart may be used with the same holder as the Phonetic Chart.

**The Beacon Perception Cards** A set of ninety-six cards supplied free with each Chart.
Set consisting of Phonetic Chart, Reading Chart and holder, $4.50 net.
Each Chart alone, $2.00 net. The holder, $1.00 net.

**The Beacon Primer** 12 mo, cloth, 120 pages, illustrated in color, 35 cents.

**The Beacon First Reader** 12mo, cloth, 160 pages, illustrated in color, 35 cents.

**The Beacon Second Reader** 12mo, cloth, 192 pages, illustrated, 40 cents.

**The Beacon Third Reader** 12mo, cloth, 288 pages, illustrated, 50 cents.

Santa Cruz, Eureka, Mill Valley, San Diego and other cities have ordered this material for the coming year.

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## Editorial

### THE NATIONAL EDUCATION ASSOCIATION.

The meeting at Oakland was a disappointment in several respects. First, the attendance was not nearly so large as expected. The registration will not reach much over 10,000. This is less than at the meeting in San Francisco in 1911, when the attendance reached over 12,000. In 1911 the banquet, where all members were invited, was a feature. In 1915 the reception was public, the banquets were conducted largely for the officials. The Civic Auditorium was an improvement over the Dreamland Rink in appearance, but not in acoustics. The attempt to charge high prices for space to exhibit text-books, desks and other necessary aids to the teaching profession was resented by nearly all the firms. Never before in the history of the association was there such a notable array of brilliant speakers. However, outside of the peace and war talks of Dr. Jordan, there was no great and luring appeal. No messages bursting with vitality, no cause with a great leader behind it. The speakers were great, the speeches were not. Mrs. Snowden of England, and Dr. Kin of China were the most keenly interesting. The attendance in some departments was so meager that the speakers had to listen to their own speeches. The audience in the general sessions dwindled to less than 400. Even Arthur Henry Chamberlain's, (editor of the Sierra Educational News) complimentary luncheon to the visiting editors, and others, resulted in plates for two only.

This is not intended as a pessimistic view. It is intended as a revelation of the actual truth. The time has come when teachers demand more than the exploitation of the educational theories of the men, and a few women who have arrived in the administration of high educational positions. The elementary and high school teachers are demanding more than a discussion of their work, by those who have got beyond, or have never been in it. Just when, why or how the reorganization of teachers' associations will take place so as to meet the needs of the teachers we are not prepared to say. The Oakland meeting proves, that an association with a hundred sections, with speakers with prominent names is not sufficient. Perhaps it is efficient, but it is not sufficient to meet the requirements. The new president and executive committee have a tremendous task to make the 1916 meeting worth while to the elementary teachers.

#### Surplus of Teachers

It is unfortunate that there is a large surplus of teachers. In London over 900 male teachers have gone to the war trenches. Even war will not aid us in the United States unless we enlist the female graduates of our normal schools and universities. The legislature should certainly limit the preparation of teachers to the actual demands. Some legal pressure will have to be used to train the surplus product for domestic service, for the cultivation of the soil, or for some other capacity where service can be rendered. It is folly to give certificates and diplomas to the graduates of the university and the normal schools, if in fighting to secure a position they crowd to the ranks of the unemployed successful teachers of experience.

* * *

#### Taxes

The strongest lesson of the N. E. A. convention is the knowledge that the men and women appointed to administrative offices have a point of view—an angle that overlooks the taxpayer. The question of economy does not enter as one of the problems. How to get money out of the people is a big consideration but not on the basis of giving the maximum of value to the pupils at the minimum of expense to the taxpayer. Many of the surveys made by college professors are based on a comparison of revenues for school purposes. The city that has a low educational tax rate is considered below standard for efficiency. Some day a man with a club is going to stay the ghost that salaries and efficiency are synonomous. Some day a mighty man of valor is going to fight for efficiency on a purely socialistic basis. We admit that we have not much respect for a man who only gets $3,000 for a $10,000 job, and that we always elbow up to the man or woman who gets the biggest salary. The comment about Dr. Suzzalo in the lobby of the Hotel Oakland was not on the fact of his efficiency and opportunity as president of the University of Washington, but that he "Got across" with a $10,000 job. In other words we are lured to admire, and cultivate the man with the dollar mark upon him. So it is in the district, city, and state that raises by taxes the largest amount per capita for school purposes is considered the best district, the best city or best state. The principle of publicity is wrong. The man, the district, the city and the state that produces the maximum efficiency with the minimum of expenses should merit our commendation.

The cry of high cost of living should be met with the reform cry of "Lead the Simple Life." Get away from the Octopus of modern social conditions. Those who administer our schools should teach by example, that good food, good air and good clothes and good books do not cost much money. It is the "other things" that make the last dollar of your monthly salary look like a cart wheel.

The fact that public sentiment has always made an educational outcast of the man who voted against a school tax will no longer prevail. The protest against high tax rate is here. The demand for new and better economic conditions in the administration of our schools is insistent.

* * *

#### Tolerance

Ella Flagg Young said: "Grace Strachan wanted a vote. She got it, I hope she is now satisfied." Mrs. Young opposed the candidacy of Miss Strachan for the presidency of the N. E. A. The above remark does not indicate that Ella Flagg Young with all her wonderful achievement is tolerant of the ambition of others in the same direction. The election of Supt. Young at the Boston meeting was accomplished by special train of Chicago boosters with the help of women from New York. The spirit of tolerance, the disposition of service, the desire to be helpful, was not evidenced in the remark of Mrs. Young, who holds the most important position held by any woman in the world. We are sorry. We regret that men and women in educational work can not be game whether they win or lose. The methods of politicians whether they belong to the insurgents or to the inside ring are usually about the same. School politics should not be taken more seriously than a game of checkers.

* * *

Great newspaper publicity was given to Grace Strachan, and all due to the fact that her friends proposed her for the presidency of the N. E. A. There was so much said about her candidacy and a few people were so bitter as to make remarks that almost compelled people to admit that educational work did not necessarily enlarge one's moral vision or give them the spirit of liberal judgment towards opponents. Miss Strachan resigned from the association, basing her resignation upon the statement that the intolerance evidenced in the campaign against her made it impossible for one who believes that education is all embracing as God's justice to participate longer in its activities. She said, "My sincere belief that the National Education Association is lacking in tolerance of things sacred to the individual, and in that broad brotherhood of man which should characterize all associations of men and women who devote their lives to the education of the children and the youth of the world, prevents my longer forming part of its membership."

It is proper therefore to state to the educational people of California that Miss Stratchan is a woman who has devoted her life as a class teacher in elementary and high schools, in the training schools for teachers and as principal in the elementary schools, and for fifteen years she has been district superintendent of the New York schools. Her supervision extended over 900 teachers and 32,000 pupils. She has always been progressive in providing for vocational classes, physical training and her work has secured wide and favorable notice. Outside of her school work she made a great campaign for equal pay for equal work. She has been one of the vice-presidents of the N. E. A., a member of the committee on teachers' salaries, pensions and tenure, and is chairman of the committee of federation of teachers in the city of New York. She has written and published a book entitled, "Equal Pay for Equal Work," and has contributed to the supplemental readers a book entitled, "Tales of Old New York." In other words Miss Strachan is a woman who has made a record in achievements. The San Francisco and the Los Angeles teachers who supported her with hearty good will because they have always stood consistently for the promotion to places of honor, not administrative officers, university professors, but those who do the work of the elementary schools and who contribute ninety per cent of the funds of the association. The teachers who met her personally have only words of praise for her

willingness to have served them in such a high and honorable position as president of the N. E. A., and know her to be a woman of keen sense of justice and high ideals.

* * *

## NOTES OF THE NATIONAL EDUCATION MEETING

The meetings at the Civic Auditorium were well attended. Many of the meetings in the other halls, however, did not have even all of the speakers represented. There were very few elementary teachers represented upon the program although 95 per cent of the enrollment were primary and grammar grade teachers.

* * *

Philander P. Claxton, U. S. commissioner of education, is a man of delightful personality and made a record in the number of addresses delivered, and always succeeded in saying something worth while.

* * *

Frank L. Crone, director of the Bureau of Education, Department of Public Instruction, Manila, P. I., always began his speeches with the explanations of the bureaucratic power in the Philippines. He represents the other extreme of pure democracy in education, and the unit of power in our school districts is far removed from the method of procedure in the Philippine Islands.

* * *

Haviland Stevenson, the president of the Silver, Burdett Co. of Boston, was one of the noted visitors of the convention. As a guest of honor at the Sequoia Club special Spanish dinner, he delighted and thrilled his audience with a remarkable eloquent after-dinner speech upon "Those Perilous Spanish Eyes."

* * *

The California School Masters' Club gave a dinner entitled "Home-Coming," on Friday evening, August 20. Among the notable guests were Clyde Duniway, president of the Wyoming University; F. E. Farrington of the Columbia University; Joseph Swain of Swathmore College; Elmer E. Brown of New York University; F. B. Dresslar; Elmer E. Cave of Bellingham, Wash., and Mr. Copeland of Manila. Supt. C. C. Hughes of Sacramento, acted as chairman. There were over 200 guests present.

* * *

A. N. Palmer, editor of the "American Penman," New York, and author of the "Palmer System of Writing," accompanied by Mrs. Palmer, formed many delightful associations during their visit. They were entertained by Mrs. Frances Effinger Raymond at the Sequoia Club. Mr. Palmer's talk on penmanship was one of the most interesting presentations of the subject that could possibly be made. The Palmer System of writing has been one of the great successes of recent years in the way of textbook publications.

* * *

Wm. B. Owen, whose immediate predecessors of the Cook County Normal School, were Ella Flagg Young, Arnold Tompkins and F. W. Parker, was one of the most interesting personalities in attendance at the N. E. A. Prof. Owen was, before taking charge of the Chicago Normal School, professor in the University of Chicago and an intimate friend of the late President Harper. Mrs. Owen accompanied him and was in much demand as a public speaker in various departments on civic work.

A. E. Winship of the "Journal of Education" of Boston, was one of the men that everybody greeted cordially in the lobby of the Hotel Oakland. An association meeting without Winship would certainly be a very great disappointment. He is one of the few of the old guard that is left to introduce the new people that are coming in. He is a man that knows everybody, and everybody that is alive in educational work knows him.

* * *

Mr. Bras of the "Northwest Journal of Education," attended the meeting of the association in Oakland, and had with him a large delegation of Washington teachers.

* * *

Margaret I. Poore, president of the Oakland Teachers' Association, stands out conspicuously as a most agreeable hostess to all of those who came in contact with the meeting of the N. E. A. She was the embodiment of truth and hospitality and if the Chamber of Commerce and some of the other citizens had of been able to radiate the spirit of helpfulness that she did, Oakland's spirit of hospitality would indeed be famous.

* * *

Several hundred teachers accompanied Minora Kibbe to Joaquin Miller's home on the Heights and enjoyed the hospitality of Mrs. Miller and the Poet's daughter, Juanita.

* * *

Geo. W. Frick, county superintendent of schools of Alameda county, was active in entertaining the teachers. He also circulated 10,000 copies of the "School Activities of Alameda County" from the "Western Journal of Education."

* * *

Arthur H. Chamberlain, secretary of the California Council of Education and of the California Teachers' Association, printed a bulletin containing illustrations, portraits of men and women engaged in the work of education in California, and officers of the N. E. A. These books were distributed free at the meetings of the association.

* * *

The State of Washington sent a very large delegation to California. Among the notable people present were Prof. Twitmeyer, the State examiner of high schools; Mrs. Preston, superintendent of public instruction; H. R. Cox, superintendent of Pierce county, and J. C. Spencer, a member of the city board of education of Seattle.

* * *

Among the most interesting sessions held was the International Congress of School Women's Clubs held under the auspices of the California Federation of School Women's Clubs, Mrs. M. M. FitzGerald, president, Alice Rose Power, secretary. Miss Ethelind Bonney, chairman of the committee on arrangements, furnished an excellent program.

* * *

Thos. E. Finnegan, assistant commissioner for elementary education, State Educational Department, Albany, N. Y., was one of the most interesting speakers at the School Masters' Banquet. He also was one of the most earnest supporters of Miss Grace Strachan for the presidency.

* * *

Ednah A. Rich, president of the Santa Barbara State Normal School of Manual Arts and Home Economics, appeared upon the program a number of times and always had an interesting message for the teachers.

* * *

Carroll G. Pearse, whom the insurgents in California elected president of the association when it met in San Francisco four years ago, is now president of the board of trustees, and is really the power behind the throne in all the N. E. A. meetings. He is the same genial wholesome fellow that he was four years ago, and has added many friends during his recent visit.

* * *

Saturday, August 21, the California Federation of School Women's Clubs gave a notable reception to the visiting members of the N. E. A. in the California building at the Exposition. Mrs. M. M. FitzGerald, president, and Alice Rose Power, secretary, Agnes Regan, Sarah J. Jones, assisted by officers and members of the executive board and the presidents of the Federated Clubs, served as hostesses at the big reception. It was one of the most notable events that has been given during the Exposition at the California building.

* * *

Professor Frederic Goodwin, who is in charge of the public school department of the Columbia Graphophone Company and all of its other phases of educational work, is in California attending the N. E. A. Prof. Goodwin was formerly connected with the music department of the Normal School of Massachusetts, and is thoroughly familiar by his many years' experience with educational needs. We therefore can readily understand why the Columbia Graphophone Company is meeting the needs of the educational people.

* * *

The State Board of Education held a meeting in Hotel Oakland on August 17 and 18, to consider rules and regulations in reference to special certificates. These rules will be formulated and issued in the very near future.

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P. G. Holden, who has done such a great work as the head of the International Harvester Agricultural Extension Work, made a number of very excellent addresses. His practical knowledge of the needs and conditions of the farmer along the lines of education is very valuable.

* * *

Notable addresses were delivered at the International Congress of School Women's Clubs by Agnes Howe, Grace Strachan and Dr. Margaret Schallenberger, commissioner of elementary schools of California.

## Education Notes

The American Penmanship Teachers' Association held its annual session at the Inside Inn in August. A. N. Palmer of the Palmer System of Writing, was selected to receive the medal from the Exposition Board.

* * *

Superintendent Pearle Sanderson of Colusa County, Superintendent Mrs. Pearle Rutherford of Butte County, Superintendent Lena A. Jackson of Napa County, held their institute at the Exposition grounds in August, and each county superintendent was presented with a bronze medal.

* * *

Supterintendent Underwood of Humboldt County, Superintendent Albee of the city of Eureka, were heroes in looking after the teachers from Humboldt County and saw that they were properly taken care of, both at the N. E. A. and at the Exposition.

* * *

Edward Berwick, the philanthropist of Pacific Grove was a prominent figure in the lobby of Hotel Oakland, presenting some well-written literature in reference to the peace question. He also offered a prize of $100 cash to anyone who would write a peace song that would do as much for peace as the Marseillaise had done for war.

* * *

Philander P. Claxton, U. S. Commissioner of Education, delivered a fine address upon text-books and text-book publication at the meeting Monday, August 23d. He emphasized that quality and not cost should be the dominant feature in the adoption of books.

* * *

Mr. Frederick Goodwin, who has prepared a series of constructive records on the fundamental theory of music entertained as guests at dinner at the Hotel Oakland, Superintendent A. C. Barker, James Ferguson, Carroll G. Pearse, Glenn Wood, Superintendent Edward Hyatt, Harr Wagner and a number of others.

* * *

Joseph Caine, secretary of the Chamber of Commerce and the Commercial Club of Oakland, was chairman of the local committee on arrangements for the N. E. A. While we know that criticism is always easy and performance is difficult, yet we must state that Mr. Caine was not a shining success in making arrangements to entertain the guests of Oakland. In the first place a number of letters were written to him that were never answered, and he ignored the people who gave the most publicity to the meeting of the N. E. A. in his arrangements. The associate editor of this journal, however, does not agree with the above statements and considers Mr. Caine was a great success as chairman of the local committee.

* * *

The Southern California Teachers, 3000 strong, will hold their institute in November at San Diego, and attend the Panama-California Exposition.

* * *

Supt. Jacobs, who was selected by Philadelphia to success Brumbaugh when he became governor, died suddenly a few weeks ago.

* * *

The University of California registered 5270 July 1st in the summer session, and on August 26, 1915, had registered over 5000 in the regular session for 1915 and 1916. This shows a remarkable growth, and interest in higher education.

* * *

Supt. Maud I. Schroter of Trinity county, was in attendance at the N. E. A. and was on the reception committee at the California building to receive the visiting delegates. Elizabeth Gehm, the former county superintendent of schools was in charge of the office during Supt. Schroter's absence.

* * *

Carroll G. Pearse, president of the Milwaukee Normal School, is the editor of the "American School," a journal devoted to those who organize, administer and supervise American education. Editor Pearse is a strong personality, and it was a delight to the Californians to meet and confer with him on educational problems.

* * *

Supt. J. H. Francis of Los Angeles, made one of the best speeches of the N. E. A. convention. The comment was favorable both on the subject matter of his address and the ability in the presentation of the same.

* * *

The Board of Education of the City of Los Angeles, Cal., has officially adopted the Isaac Pitman Shorthand for exclusive use in the high schools of that city commencing September, 1915, in place of a light-line system previously taught. The adoption of the Isaac Pitman Shorthand for these schools was only arrived at after a most exhaustive examination by a special committee appointed by Dr. J. H. Francis, city superintendent of schools, of the different systems and textbooks now on the market, including not only the Pitmanic methods, but light-line and connective vowel systems as well.

* * *

The following works, published by Isaac Pitman & Sons of New York, have recently been adopted by the New York Board of Education for high school use: "Student's Practice Book," "Advanced Speed Practice," "Expert Stenographer," and "Knitting for Infants and Juniors."

* * *

Miss Mae Murray, editor of the Kindergarten Review, published by Milton, Bradley & Company, was one of the prominent and active members of the International Kindergarten Union during its recent sessions in the bay region.

* * *

Riverside County, under the leadership of Raymond Cree and City Supt. Wheelock, spent institute week at the San Diego Exposition.

**Sewing Room in High School at San Diego**

The San Diego Board of Education believes that the learning capacity of their school children is increased by providing the right kind of light and ventilation. To this end all of the buildings there have been equipped with Venetian Blinds, and they find them practically indispensable.

The maximum of efficiency cannot be maintained in the school-room where the light and ventilation are not right. No one can make their mind work right when they have a headache or when the eyes are tired, and nothing tends to cause eye-strain and headaches more than improper light and ventilation.

To solve this perplexing problem many of the modern western schools are using Venetian Blinds and the principals and teachers say the results are little short of marvelous. One particularly desirable feature of the Venetian Blind is the way it eliminates that straining glare and distributes a soft, uniform, restful light throughout the school-room. Another is in the excluding of sunshine and the greater part of its heat. But while performing these important duties the ventilation is not interferred with, and when the draft through the window is too strong a slight tilt of the slats will divert the air current upward.

Because Venetian Blinds make possible the unique combination of indirect sunlight, perfect ventilation and the minimum heat from sunshine, it is freely predicted by leading educators that the near future will find them in the majority of the school buildings in the west.

* * *

"The Taming of the Shrew" is to be presented on Saturday, September 4th at 8:15 P. M., and Sunday, September 5th, at 2:30 P. M., in the beautiful amphitheater amidst the trees at Pinehurst station, Redwood canyon.

Never has this fanciful play had so worthy a setting. The stage is surrounded by trees and a sloping bank forms a most delightful background. This amphitheater has just been created and forms an addition to the attractions of Redwood canyon on the Oakland, Antioch and Eastern Railway.

The comedy of Shakespeare with its merry story and its constant life and laughter will afford an ideal afternoon's entertainment. The audience seated beneath the trees will watch a delightfully amusing play given by the well-known Garnet Holme players.

The Oakland, Antioch and Eastern Railway will afford every facility for those who wish to be present at this unique and delightful performance. Mr. Joseph Macauley who has played "Rip Van Winkle," and "Bottom," will appear as Betruchio. Miss Helen Hill, formerly of the Alcazar Stock Company will be Katharina.

**F. S. ROSSETER, PRINCIPAL OF FREMONT SCHOOL DIES**

**F. S. Rosseter, principal of the Fremont High School, Melrose, died at his residence, 1619 Twenty-eighth avenue, Friday, August 20, 1915, after an illness of a week's duration. Heart disease is attributed to his demise. He occupied the principalship of the Fremont High for the past eleven years. Previous to that he taught at Redwood City for nine years. Before going to Redwood City he had educational charges in Portland, Ore., Toulon, Ill., and Hiawatha, Kansas.**

**He was 57 years of age and was a native of Marietta, Ohio. In 1877 he graduated from Marietta College.**

**Mr. Rosseter was a member of the N. E. A., the State Teachers' Association and of the Oakland Teachers' Association. He was a member of the Mystic Shrine.**

**THE NOTE-A-PHONE.**

Among the new ideas and apparatus being demonstrated in the Palace of Education are the Note-a-Phone Musical Blocks, cards and charts, the invention of a Southern singer (of Mississippi), formerly a favorite teacher and soloist in New Orleans, now the wife of a native son of California. She is a sister of Mae Carrie Bridewell, the well known prima-donna contralto of New York City, formerly with the Metropolitan Opera Company, and was her first teacher. With these blocks the child, pupil or beginner of

any age, constructs his own instrument, as well as his musical text and has a completed melody without requiring technicque to play. Anybody can read it at sight and anybody play it.

The Note-a-Phone is the only instrument whose sounds are not in a mixed form, for it is adjustable, that is each section is stamped with a note and tuned to that note so each melody or chord is set up in turn, and in the setting up, the pupil exercises all his undeveloped powers of hearing, measuring and comparing, sounds and combining them according to his fancy, thus revealing much latent talent at composition. The inventor has worked a set of occupations with these materials for the kindergarten and is bringing her work to the attention of Mme. Montessori, whose ideas are similar to hers, as to the great principle of giving the child some material suitable to his nature with which to educate himself by his own efforts.

One of the forms of these musical blocks with notes raised above their surfaces is ideal material for teaching the blind, as each block is tuned to a certain pitch. The patent covers any sounding material, such as bells, phones, strings, tubes, glass, wood, etc., but the metal blocks have been found cheapest and very practicable. With four-ply frames and cabinets the Note-a-Phones are used by Mrs. Anderson for classes above the kindergarten, through primary and intermediate music study. She is a pupil of Dr. Luther Whiting Mason of Boston and introduced his famous school music readers into the public schools of New Orleans when she was musical supervisor in that city.

The instrument has a promising future as an excellent means to teach young children, and develop their musical talents. It has already been highly recommended by prominent educators and musical supervisors, and was well received and endorsed at the recent session of the International Kindergarten Union at the Civic Auditorium in San Francisco.

## Book Notes

### BOOK REVIEWS.

"Life and Literature Readers," primer, first and second readers; advisory editor, Charles E. Little, professor at Peabody College, Nashville, Tenn.; published by Doub & Company, San Francisco, Cal.

The subject matter of these books was prepared by Lillian E. Talbert, of Berkeley, Cal., teacher in the Emerson School. The illustrations were drawn by Elsinore Robinson Crowell and Helen Earll, both of Berkeley, Cal. The art work was done by the Commercial Art Company, and the Sierra Art and Engraving Company, San Francisco firms; the typesetting, plate work, press work and binding also by San Francisco firms; and the various materials assembled and editorial work done by Doub & Company, a California corporation with its main offices in San Francisco.

Thus, Doub & Company present to California a purely California product, that will undoubtedly find a ready sale in every state in the Union. Examination of the text proves that we have no lack of material wherewith to turn out a valuable product. In the hands of an expert teacher, any primer or reader may become a success. The purpose of these books, however, is to meet the needs of the beginner as well as the expert teacher. The course they pursue is gradual and well graded. It does not emphasize any particular method, a course which all too often brings bad results. It has been often pointed out that neither the word method, nor the sentence method, nor yet the phonic method should be used exclusively. A combination of these has always been workable and has perhaps secured the best results.

The daily lessons are built around the activities of childhood, abounding in life and action, and stimulating an inherent interest in the work about him.

The general simplicity of the subject matter of these books, and their clear and pleasing arrangement on the pages, the short sentences, and the small number of "broken lines," the word drills and the systematic reviews, presented in the new forms of thought, make the books of unusual value to the busy teacher in the ungraded country school, and as well as in the primary schools of the cities. Mr. Doub is to be congratulated in working out such an excellent system of reading, and the state of California is to be congratulated in being able to manufacture books so perfect in type, pictures, paper and binding.

"Training Children to a complete and ready use of the Dictionary and fixing the habit of consulting it, is one of the main duties that the school can perform for the student," says Dr. Suzzallo, President, University of Washington, Seattle.

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"Enunciation and Articulation," revised edition, by Ella M. Boyce; published by Ginn & Company, Boston, Mass.; price, 30 cents.

Heretofore, spelling, that is the knowing how to write a word, has been given not perhaps an undue share of attention, but considering the relative amount of time and drill spent upon spelling on one side, and enunciation and articulation on the other, we must admit the latter has been badly slighted. Proper exercises designed to train the organs of hearing to acuteness, and the organs of speech to accuracy are a necessity. The exercises in this little book have been re-edited and revised to meet the critical comments from teachers in all parts of the country, and represent the most fully tested theory and practice in corrective and formative phonics. The book can be used not only in grammar grades, but also to furnish training for public speaking for pupils in high and normal schools.

# The School Teachers' Page

*Eliza D. Keith*

### A Gentle Voice, Excellent in Woman

Conversation has been defined as the interchange of ideas, the discussion of a subject, while talking is declared to be at best a one-sided business, in which the listeners are supposed to listen in silence, and without the privilege of talking back. This definition might almost seem to apply too much to what passes for teaching. Preaching, too, is much the same. Mere talkers are apt to believe in mere noise as a means of carrying their ideas over all obstacles and thrusting them upon another's consciousness. The more such a talker talks, the more vehement and boisterous he becomes. "Intoxicated with his own verbosity."

Besides, the more noisy and vehement a man may be in the pronouncement of his ideas, the more he seems to fortify himself and gather strength of belief in his own convictions.

Now mere noise is not argument. We all know that, and yet under provocation we often find ourselves raising our voices, gesticulating wildly, losing control of ourselves, and what is more, losing the very advantage we have sought to gain. In the school room as well as in other places, a gentle manner will win better results than boisterous force. We all realize, as has been well said, "Talking gently is the natural outcome of thinking quietly." Let us beware of being betrayed into vehemence of speech, excitability of manner, harshness of voice, which instead of carrying conviction, only arouse antagonism, cause irritation, and create a sense of resentment.

"In quiet and in confidence shall be thy strength."

### School Children at the P. P. I. E.

A greater opportunity never was presented the children of San Francisco, than the one embodied in the course of study for the San Francisco schools at the Panama-Pacific International Exposition. Think of it, the children, the teachers, too, are admitted for five cents to the exposition; their round trip car fare is only five cents, and for five cents each, the children are admitted to the choicest educational exhibits on the Zone.

The teachers are benefitted by the class visits. The steady, systematic threading of a building, aisle by aisle, exhibit by exhibit, certainly brings many things under the eye of the teacher, exhibits which might otherwise escape her attention, for want of time, or lack of direction. To be sure, such a day is exhausting for those who have the children in charge. Any teacher must be both footsore and headweary at night, for believe me, it is no small responsibility to watch over fifty small wiggling atoms of humanity, all ajump with the joy of a holiday, and the ecstacy of a good time with sights to see—and a lunch to eat at the noon hour. Happy children, earnest teachers, anxious that no mishap befall, no child be hurt, lost or ignored in any way!

### How Much Does It Benefit the Children?

This question has been asked more than once, and with more or less incredulity. Who can tell? Ask yourself what you remember of a visit to the old Mechanics' Fair, once an annual event in San Francisco, or recall how you used to look forward to a day at old Woodward's Gardens, the only pleasure grounds of San Francisco. Such a recreation may give you some idea of what these children will enjoy, and will remember of their P. P. I. E. expeditions.

### A Child's Choice

It must be admitted that a child's choice of exhibits is frequently at variance with that of his elders. For instance, an entire class was far more fascinated, and interested in viewing the revolving and scenic exhibit of a tool company than it seemed to be by the most beautiful embroideries and ivory carvings of the Japanese exhibit just across the aisle. But who could question the children's right to make the choice, who should strive to direct their attention? The time for making impressions, or for receiving impressions, is determined, not by an outsider, but by the mind itself. If those revolving tools and blade saw fountains and tiny trains, and chain wavelets were conveying a message of mechanics to the children of today, who would have the heart to intercept it?

### Geography by Absorption

As a teacher I especially welcome such opportunity for the acquisition of facts in geography as that afforded by the Yellowstone Park exhibit, the Grand Canyon of Arizona, and the Panama Canal.

Those who have visited the real Yellowstone Park, say that this counterfeit presentment is extraordinarily faithful in conveying the idea. There are the winding tunnels, the great cliffs, the dashing waterfalls, great sheets of water, and the topographical map of Yellowstone Park itself spread out in circular extent under the blue sky. This map is declared to be the largest topographical map in the world.

In the theater connected with the Yellowstone concessions, exhibits of the scenery, are thrown upon a great screen, each hourly run closing with "Old Faithful Geyser," and all the other geysers in full eruption, real steam, real water—very realistic.

### A Trip Through the Grand Canyon of Arizona

A trip through the Grand Canyon of Arizona is another great opportunity for the children to study geography. Seated in the open-faced cars that carry the sightseers along the edge of the canyon, the spectator, be he child or adult, falls at once under the spell. The illusion of depth, distance and separatedness of the various portions of the canyon is wonderfully realistic. In this trip a child will learn more about the effect of running water upon the land through which it cuts its way than years of text book reading and long explanations by teacher or lecturer could possibly impart.

It has twice been my good fortune to visit this Grand Canyon concession, once in the evening, the second time with the children in the day time, and it was because of the first visit that I determined to take my class to see this wonderful exhibit. They, the children, did enjoy it very much, indeed.

### In the Palace of Education

In the Palace of Education one could most profitably spend a month of daily visits entirely within its walls.

In accordance with instruction teachers talk on civil welfare—and health measures necessary in every community. My children have decided that the most indespensable worker in the community, the man whose loss would be most severely felt, is the garbage man, the scavenger, the humble ash man. We have talked about the extermination of vermin, and the features of a rat crusade. So the other day when the children discovered the hygienic exhibits, showing how infection is carried by rats, how wells are polluted, how old wooden walls and open garbage barrels invite and multiply the rat menace, the children fairly shrieked with delight and haled me to the spot with cries of "There, Miss K—, that is what you told us about. Oh, come and see the rats cut in two pieces and put in preserve jars!" And we all looked and shuddered and put our hands on our hearts, figuratively speaking, and vowed allegiance to rat-proofed, cement sidewalks and concrete lined basements for the good of the community. Now that little incident pleased me immensely. It proved that the children do remember what is told them—and that they delight to make practical application of their knowledge—or to connect up what they have learned in school with what they see outside of school. In other words, if the instruction given in the classroom is practical, it will not fail to be applied. Perhaps these class and teacher trips to the fair will do the teachers quite as much good as they do the children. For if these trips should help the teacher to get the viewpoint of the child,—and help her to acquire an insight or an understanding concerning the child's process of applying his newly acquired information to the situations of daily life as they arise, that teacher will indeed have had her lips touched with a live coal from off the altar of the living truth.

### The Aeroscope

If it were possible I wish I could take every one of my children up into the air with me in the Aeroscope. To my mind next to seeing the buildings and watching "Art" Smith fly, the aeroscope is the great experience of the fair. It is the first aeroscope ever built. It is constructed by cantilever bridge builders and consists of a huge glass box—mounted on a large arm. Slow-moving mechanism gently unlifts the arm and the box rises with it, but maintains its horizontal position, revolving after the height of two hundred feet is reached, until after having attained an altitude of 265 feet, the aeroscope descends. It is a most wonderful sensation. Unlike the vertical ascent of an elevator, the aeroscope rises so gradually as the huge arm describes an arc —that the sensation has been pronounced as most like that of flying.

A view of the entire exposition, a full view of every open air concession on the Zone spread before the eye of the sightseer with the glass box. Perhaps sometime I may take some of the children with me—that is if their parents are willing.

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* * *

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* * *

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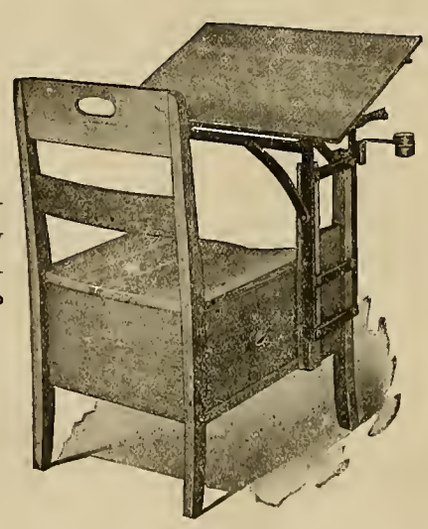

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THE
# WESTERN JOURNAL OF EDUCATION

Vol. XXI SAN FRANCISCO, SEPTEMBER, 1915 No. 9

MEETINGS

Bay Section the California Teachers' Association, A. J. Cloud, San Francisco.

National Educational Association will meet in Oakland in August 16-28, 1915. David Starr Jordan, President.

Northern California Teachers' Association, Paul Ward, President, Red Bluff, Cal.; Mrs. H. G. Rawlins, Williams, Secretary.

Central California Teachers' Association, Craig Cunningham, Madera, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, C. H. Covell, President, Redlands; J. O. Cross, Secretary, Los Angeles. Meeting for 1915 at San Diego.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Margaret E. Schallenberger, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, M. B. Harris, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, E. P. Clarke, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

## Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

### School Visiting Once More

I had one little school visiting trip last month, the first for a long time. It was in Alameda county, in company with the county superintendent. Mr. Frick's comments on his different teachers, his sizing up of the various situations, his remarks on the history and prospects of the successive districts were most interesting and illuminating. Nobody gets a more intimate knowledge of a given region than its old county superintendent of schools.

We traveled by automobile, a nice new Ford car that belonged to the superintendent. Mark Keppel of Los Angeles also drives a Ford. Now, if the school chief of the greatest county of the south and the head of the greatest county in the center of the State do so, I guess none of the rest of us need be ashamed to follow their example. Accordingly, I have done it myself.

### Slight Digression

A wonderful man that, Henry Ford of Detroit. He's really a greater benefactor of the human race than Napoleon or Peter the Great or any of the other famous men of history. Not only by his personal service in spending so freely his millions in improving the lives and fortunes of his own laborers, in showing the selfish world how it is that the laborer should share in the wealth produced, but by the pleasure he has given to the real people by his economical and practical little car. When you meet a party along the road, with mother, father, three or four youngsters and grandma having a jolly good outing after a week's toil, it's sure to be a Ford. If it's a poor old rich man in the tonneau, with a hired chauffeur and a hardened, wearied, cynical face—or if it's a gilded youth who did not work for his money and who therefore cannot enjoy it —then it's never a Ford!

Then three rousing cheers for the plain common-sense American citizen of Detroit, who starts with nothing but his two hands and within the span of half a life time sets the world further ahead than all the crowned heads and plutocrats and generals put together! We may all take pride in him, and in him see history in the making.

A STANDARD SCHOOL.
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FLAG—Must be flying, weather permitting, also one must be displayed in each school room at all times during the school sessions.

SCHOOLHOUSE—Properly lighted with light from left side of room (or from left and rear) through window space at least one-fifth of floor space in area.

EQUIPMENT—Teacher's desk and 2 or more visitors' chairs; desks should be individual, separate, adjustable, clean; suitable blackboards; window shades in good condition; recitation bench (the latter not essential, but nice); library table; a modern fire extinguisher of some sort be provided each school; flies and mosquitoes excluded absolutely by thorough screening of schoolhouse.

HEATING AND VENTILATING—Jacketed stove properly situated, minimum requirement; window boards or some other approved method of ventilating.

ROOM—Attractive at all times.

STANDARD PICTURE—One new one, unless three are already in the room, framed.

GROUNDS—To be clean, free from paper, etc. At least three features of play apparatus. Walks, if necessary.

SANITATION — Pure drinking water; either drinking fountain or covered tank and individual drinking cups; individual family or paper towels.

OUTBUILDINGS—At least two good ones, to be sanitary at all times and free from marks. They should be thoroughly and effectively screened.

TEACHER—Must maintain good order at all times; supervise the playground; have her work well prepared; follow course of study; take at least one educational journal; have program posted in room; keep register in good condition; be neat in attire.

LIBRARY—Good selection of books from county list. Case for the books. Books kept upright in good condition and recorded accordin~ to rules specified by California School Law.

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### Back to the Trail

But we were visiting schools in Alameda county, with the genial and mild-mannered superintendent. Two of the chief schools were at Haywards and San Leandro. The principals of these two are so different in their methods and so good in their results that they are worth observation and study. Mabrey is in charge of the large grammar school at Hayward. He is a university graduate, sharp, precise, eager, conscientious. He works at high pressure. His classes keep step when they march and everything goes like clockwork. Certainly it is an efficient school.

Smith is at San Leandro. He is quiet, repressed, determined-looking, but is very easy going. His discipline is not apparent. He does not worry and does not care if the children don't keep step. He seems to move about among the activities of the school as one of the earnest students rather than as the leader or the recognized boss. He was out with fifty pupils and a teacher or two in the afternoon while we were there starting an enterprise in school gardening. He has secured the use of a strip of land out in the country, 24 feet wide and 1200 feet long, and was organizing a cooperative venture with the children. So deeply had he impressed the people that citizens with autos came to take some of the workers out and the others came by bicycle, motorcycle, saddle-horse and afoot.

Thus we had a birdseye view of the two distinct types of schoolman, each efficient in his way. Some prefer one, others the opposite type. Each must work in his own way, even in producing the same product. One man's meat is another man's poison. 'Tis well to bear this in mind and not be too sure that we know it all when judging the work of a teacher, not be too positive that there's only one best way to do a thing.

### Meyer and His School

Of course, it isn't my function to visit private schools, but Mr. Frick took us to the California School of Arts and Crafts, located in Berkeley, and conducted by F. H. Meyer as a private institution. Mr. Meyer has always been identified with the public schools and he is always a jolly, genial participant, a familiar figure in all our educational gatherings. It is only just to say that he has a well organized, enthusiastic school, doing honest work, on practical lines. He is himself a trained, skillful and artistic workman, and he knows what he is doing. If I wanted to take a course in drawing or anything else in that line I should surely go to him.

### Surprise Party

What do you suppose? I've had my portrait took! Fact!

Surprised me beyond measure when a skillful little portrait painter in Berkeley invited me to sit for a portrait. Said she'd keep it a few years and then give it to my sorrowing family. Great waste of paint, but since it wasn't my paint, I consented.

So I went to the studio and was properly placed on a big arm chair and induced to assume an intellectual expression. This was termed posing. Then the artist, who was quite a nice looking lady, studied my countenance fixedly for quite a long time, while I had no way to express my embarrassment but by blushing. At last, she turned to her husband and said, "Herbert, I think his forehead looks something like Lincoln." Herbert rather thought so, too. Then she told me that she thought my color was very much like Lincoln's, too. I feebly responded that I had always understood that he was a white man. She looked mildly astonished and put in the next few minutes in squeezing a large number of colors on her palette and selecting a handful of brushes.

While she is doing that I will take this occasion to say privately to all my friends that while I have the highest appreciation and admiration for the life and services and ability of that famous statesman and patriot, Abraham Lincoln, still, when it comes to manly beauty and decorative effect—well, when you select some one for me to look like, if it is just the same to you, I'd rather you'd choose some one else than Honest Abe—Madam Montessori, for instance, or the editor of either of the educational journals of California, would suit me much better.

Be that as it may, however, the little artist went to work with her brushes and paints and worked like a nailer for three hours—and three hours again next day.

The picture was done. It was a jim dandy. Herbert said it was a rugged countenance. To me it looked like James Buchanan before the war.

My cup is full. My portrait is painted. Life is complete.

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## WOMEN'S LEGAL PROTECTIVE LEAGUE OF AMERICA

Mrs. Marie S. De L. Wyse, now residing at Hotel Cecil, San Francisco, a prominent New York woman, who has become well known for her work of social betterment, has started a new league. It is to be national in character. The aim is to provide legal protection for women from the unscrupulous lawyers and others. The Women's Legal Protective League of America aims to be helpful to women who need legal advice, and this advice to be free from the desire of the one who gives it of getting possession of her estate. It is indeed unfortunate, if the legal profession is to be treated with distrust. It is true, however, that doctors have a pecuniary interest in sending patients to a hospital; that politicians preach unsound doctrines to build up a political machine, and even preachers make creeds to obtain financial rewards. The lawyers are not exempt as a class, therefore, from the general charge. In fact, the term "unscrupulous" applies not specially to any class, but to the weakness of human nature. If this organization will improve human nature and uplift, not only the legal, but all professions, it will have a wide field of usefulness. The organization in its preliminary literature says:

The tendency of the times, throughout the United States, is to find some adequate method of settling the disputes that arise, in a speedy and equitable manner, and one of the most illustrious and satisfactory means is that lately adopted in the city of Cleveland, where there has been organized under the statutes of the State of Ohio, what is termed a "conciliatory court." In this court, anyone who has a dispute against another, wherein the sum does not exceed a limited amount, may apply to the justice of the court of conciliation, without any expense other than a postage stamp and the registration of a letter, and without the interference of attorneys, constables or sheriff, may have his case brought before this tribunal; have it heard and determined in a few days thereafter, and a quick and speedy justice done between himself and adversary.

There is no reason why women should not have a society in this city, as well as in other cities that would be organized in such a way that a woman might appear before the proper officer or officers; state her case, receive proper advice without expense and, from the judgment given, determine whether she should proceed in litigation, or defer it, and if litigation were involved, she should receive the assurance and support of the society, that the attorney employed to look after her interests, should be under its supervision, that during the pendency of the action all proceedings should be carefully noted and her interests protected to the final end. The doors of the organization should be always open to permit any woman to consult with its officers and receive the best judgment that it is possible to give, to the end that she might have the assurance that she had given her interests to an organization that would protect her with the smallest possible expense, and endeavor to obtain for her every right to which she is justly entitled.


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# The School Teachers' Page

*Eliza D. Keith*

## A SHORTAGE OF PROGRAMS AT THE N. E. A. CONVENTION.

On the opening day of the N. E. A. convention, great dissatisfaction was expressed over the fact that there were not nearly enough programs. The supply all too soon gave out. Surely, members who had been taxed a two dollar fee for their membership should have been provided with a program. To be sure, the newspapers printed a program for each day, but the program in its entirety should have been in the hands of each member, to allow for some looking ahead, some chance of choice.

The lack of programs happens altogether too often at concerts and entertainments, on different occasions at the Festival Hall, P.-P. I. E. Now a program to a musical entertainment is a necessity, and people buy them for the open air concerts in the courts and band concourses, but for a concert to attend which people have paid an admission fee to the Fair and another admission to the hall, certainly programs should be provided.

## BEWARE OF OILED FLOORS.

Sanitary science asks for oiled floors in school rooms. It is said that by oiling the floors the dust is kept down, and the labor of keeping a room clean is reduced to a minimum. Let us admit that there is some good resulting from flooding the floors with oil. The most evident results are ruined dress skirts for teachers, and for everybody shoes, whose soles become so impregnated with oil that they make a big black tread on light carpets and fancy rugs to the mystification of house-wives and the ultimate humiliation of those who brought the disfiguration to the surface. It may sound funny, but it is not, to have one's home defaced by the sanitary science of oiling floors. Some of us at last were wise enough to study it all out, and on our school shoes we wear over-shoes or covers of some sort, until we can leave the house in the morning, returning by the rear entrance and shedding our shoes on the back porch.

Isn't there some other way of keeping the floors clean?

## PICTURIZATION OF NOTED NOVELS.

It is claimed that the moving picture screen gives new fame to the author and new life to the children of his brain. That may be, but as a teacher of literture, I should like to protest at the liberties taken by some of the film producers with some of the old standard novels, classics of their kind.

First, at the Idle Hour on Mission street, San Francisco, I saw a dramatization of "Jane Eyre," in which all the characters had been so modernized, so brought up-to-date, that they wore the clothes of this present period, Jane Eyre, herself, as a young, pretty girl, instead of the unattractive single woman, was becomingly attired in a sheath gown and carried a fancy suit case. And yet Jane Eyre belonged to the early Victorian era!

Then at the Majestic theatre, also in the Mission, I saw Wilkie Collins' masterpiece, "The Moonstone," done into modern style, the sleep-walking scene in pajamas. The automobile was the means of locomotion; when automobiles were not invented until Wilkie Collins' had long been in his grave!

Well, the world moves, but what about historical accuracy?

## IS THIS A SLAM AT THE NEWSPAPERS?

A certain scholarly critic has said that when a newspaper is read aloud to a listener who is on the other side of a closed door, the impression made by the reader's voice is one of monotony, whereas, in a piece of good English read aloud, monotony is impossible.

Reading a composition aloud is the final critical analysis. Apply these tests:

"Does the writing read aloud easily?

"Is there a natural rise and fall of the voice?"

If so, it is good English, for it has the qualities of speech. Any writing or speech, which can be uttered in a dead level of tone, is not normal language.

"Labored phrases drag the voice."

Perhaps that is the reason that studied sermons are so wearisome to the listener, while the extemporaneous speaker holds the auditor spell bound.

It may not yet be good English, but the expression: "It listens well," exactly expresses what this paragraph seeks to say.

Read your writings aloud and be your best critic. But be by yourself while you do.

## THE CRIME OF READING ALOUD.

Who has not been annoyed on hotel porch or in public library, street car or restaurant, by some one reading aloud, be it full audible tones, mumble, murmur or sibilant whisper?

Is there anything more exasperating? I have known old men, victims of their own habit of audible reading, to be barred from reading rooms of hotels, or libraries, and in one case of special recollection, it was pitiful. The poor old man, warned again and again, by the custodian of the library, would try so hard to read to himself; but it was of no use, he could not read silently, and at last the fiat fell; he was excluded from the place.

Now, today, in some of our schools, we are bringing up a set of children who have already acquired the habit of reading aloud. They do it in the lower grades, carry the habit with them as they advance, until they are perfect pests to their silent neighbors, who desire silence as an aid to concentration of thought Why let such an annoying habit form and gain headway?

Its possessor in time becomes its own worst victim for he is barred from one place after another, and shunned by all.

## THE MONTESSORI SYSTEM.

Do you know what others think about the Montessori system?

Just read this:

"Given under any system a directress sympathetic and manetic, who understands how to lead children in the exercise of their natural aptitude without restraint or force, and the effect has just the hypnotic character which is described again and again, by Montessori, and has been noted by impartial visitors at the children's houses."—U. S. Bureau of Education, Bulletin No. 17, for 1912, page 25.

It is further stated by a high authority that while the process of suggestion is in operation, the mind of the child must be made as nearly blank as possible in order to lessen the resistance. "The children are told to close their eyes; the silence becomes complete; the children immobile; the children become fascinated, then the sounds to be listened for are suggested. . . . In the end the children become 'ecstatic,' in other words, completely under mental control.

"The sense education of children which produces fascination, ecstacy, and uncontrolled emotion, is not what has usually been regarded as either normal or healthy."

Well, you can take your choice.

### The Reproduction of the Panama Canal on the Zone

When the school children were first admitted to the fair at the five cent rate, in classes accompanied by their teachers, a number of concessions on the Zone made a five-cent rate of admission for the pupils. Many took advantage of the opportunity to see the Panama Canal, and it is good news that in November the five-cent rate will be resumed, it having been suspended during the heavy business of the tourist season. Every child in our schools ought to take that trip. It is most realistic, and will do more to give our pupils an idea of the real canal, than oceans of talk, or written description.

The revolving platform, with the canal zone ever before the eye, the phonographic lecture that keeps pace with the progress of the rotary tour of inspection, the comfortable seats affording an all-seeing view-point at every turn of the way, carries its connection to every visitor to this most convincing of illusions, this most vivid of impressions, this triumph of the engineer's skill, and the showman's art.

### The School of Tomorrow

It is a great thing to be an optimist with a sense of futurity. That's what I want to be, and in my mind's eye I see the school of the future equipped with a screen and a moving picture outfit in every room—with slides to illustrate every study, with a talking machine and records to illustrate national songs, music and singing lessons, and great pieces of literature with a good dictionary in each child's desk, an unabridged dictionary in every class room with every child holding Jenning's "Pupils' Outlines from Home Study in connection with school work," and Thompson's "Minimum Essentials," those fascinating leaflets whose use inspires a class with the interest of a game, and makes the acquisition of knowledge as exciting as any contest requiring quickness, correctness and confidence. With such an outfit, what child could be dull, idle, or unedcucated?

And by my prophetic soul, the time is coming when we shall have them, all of

them. That's what my sense of futurity tells me. Am I right?

Note—"Pupils' Outlines for Home Study," Jennings' Publishing Co., Brooklyn, New York; "Tohmpson's Minimum Essentials," Ginn and Co., 32 Second St., San Francisco.

## EDUCATIONAL NOTES

The city superintendency of Eureka, Cal., has been the stepping-stone to some of the best executive positions in this State.

A. C. Barker, who is making a great record for himself, as well as for the city of Oakland, C. C. Hughes who has brought to life the schools of Sacramento, and N. B. Van Matre, who is organizing the new State Normal School at Arcata have in turn been at the head of the Eureka schools.

George B. Albee, formerly superintendent of the Tulare schools, is a worthy successor to Barker, Hughes and Van Matre.

Mr. Albee believes that the primary grades should receive special attention—to that end he has secured the employment by his Board of Education of a primary supervisor, Miss Lillian O. Heilman, who was last year principal of the Homer school in Palo Alto.

The aim of Superintendent Albee and Miss Heilman is to make the Eureka schools the best schools in California.

## THE STATE DEPARTMENT OF EDUTION.

### The Radical Changes in the Administration of Our State School System Makes the Following Articles of Special Interest to Teachers and Trustees

The various divisions of the State Department of Education stagger under ponderous titles, which, for the purposes of this article, may well be shortened by the use of the popular terms in vogue among the school people of the State. The entire department at Sacramento is usually called the "State Office," the Superintendent of Public Instruction is most frequently referred to as the "State Superintendent," the State Board of Education is spoken of as the "State Board," while the official title, "The Public School Teachers' Retirement Salary Fund Board" is boiled down in popular parlance to the "Retirement Board."

The office of the State Superintendent is one of the oldest of all the departments of the State government, ranking with that of the Governor, and was considered of such importance by the framers of the State constitution that it was made a constitutional office, to be filled by the electors of the State.

Of the early records of the State office, but little has been preserved of the period from 1850 to 1862, when John Swett, the fifth State Superintendent, took office. Although Superintendent Swett was handicapped, as were his predecessors, by insufficient support for the department, he attacked the problems confronting him with such vigor and success that he is frequently referred to as the father of the California school system. This was a period of organizing, and the State Superintendent spent as much time as was possible traveling through the scattered settlements assisting the people to establish their public schools and settling the minor details that were unfamiliar to the average pioneer. As a co-operating force in this work of organization, the teachers of the State were invaluable and untiring, and were accorded the highest praise by Superintendent Swett.

The organization of the State Board of Education has undergone various changes from time to time. In the early history of the State, there was a State Board of Examination in addition to the State Board of Education. Later, the State examinations were abolished, and the State Board was made an ex-officio body of which the presidents of all the State Normal schools were members, as well as the Governor, State Superintendent and two representatives from the State University. With the rapid increase in the number of State Normal schools during the past few years, this ex-officio body became too large, and in 1913 the law was amended, making a startling departure from the accepted order of things in this and other States. A board of seven members was provided, to be appointed by the Governor, and the occupancy of a salaried education position was the only barrier to eligibility. The condition envisaged by this law was that such a board could deal with school problems more effectively by having to acquire all information and consider it from an imcators were largely specialists to some expartial viewpoint, the theory being that edutent, and as such more likely to think particularly of their own specialties in handling educational questions, to the exclusion of other things of equal importance. The new State Board has been organized less than two years, in which time nothing has occurred to indicate unsoundness of the radical idea of the legislators.

The department is housed in a suite of ten rooms in a modern office building of Sacramento, four blocks from the capitol. The peculiarities of the entire organization as it now exists will appear evident to all, but they have not interferred, thus far, with harmonious action nor efficiency. The State Superintendent's office is supported by certain definite appropriations aggregating $31,700 per year. This provides a force of five persons other than the superintendent, and includes the cost of printing blanks for distribution to the County Superintendents, $12,000 per year. The State Superintendent is ex-officio secretary of the State Board and is the executive officer of the board, although the expenses of the latter are met by separate appropriations amounting to $32,000 per year. The offices of the State Superintendent and State Board are handled as separate organizations, but are all under the immediate direction of the State Superintendent and occupy adjoining rooms. The force employed by the State Board includes three commissioners of education whose positions are statutory, and such other employees as the board may require. During the past year there have been five such employees, two of whom were paid from the State Board funds, two paid half from board funds and half from the Retirement Board funds, one paid entirely from the Retirement Board funds and one from the text-book appropriation. From time to time, additional assistance is necessary for a few days only, to meet some sudden emergency, and this expense is met from the contingent fund of the State Board, or from the funds of the Retirement Board, according to the nature of the work to be done.

The State Board acts in an ex-officio capacity as the Retirement Board, the business of the two organizations being kept separate as far as possible, and the expenses segregated.

The duties of the various divisions of the State Office are multifarious, and the volume of business transacted in a year is tremendous. The State Superintendent is expected to do a great deal of traveling to visit the schools of the State and attend to such matters as pertain to his office. This arduous duty has been lessened considerably with the advent of the three commissioners of education, who assumed their positions January 1, 1914. The distribution of State series text-books, which are furnished to the pupils of the elementary schools free of charge, is the work of one division of the superintendent's office. About four thousand schools are supplied with books at an annual expense of about $200,000. The division of statistics attends to the compilation of statistics from the annual reports of school superintendents, and the preparation of statistical tables required by law to be included in the biennial report of the superintendent. This division also has charge of the apportionment of State school funds to counties and to high schools, and distributes in this manner more than six million dollars each year.

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by the State Superintendent is a task in itself. The appropriation of $12,000 per year is intended to cover the cost of publication of school laws, school registers, certificate blanks, election blanks, grammar school diplomas, bulletins and circulars issued by the superintendent, the superintendent's biennial report and many blank forms used in the schools and County Superintendent's offices. A new edition of 25,000 copies of the School Law, a book of three hundred pages, is printed every two years.

The tasks of the State Board are varied and complex. Many question of policy must be decided by the board, and the members are obliged to inform themselves, either directly or through the investigations of their experts, concerning many subjects. The board is required by law to meet quarterly, and additional special meeting are found to be necessary occasionally. The sessions usually last from four to six days. Probably the most difficult work the board has to do, and the work requiring the most time, is that connected with the State series text-books, and the major portion of this work is in the book adoptions. The present board has made no changes in any of the State series texts during the twenty-two months of its existence, although several adoptions are well under way. From the advertising for bids, through the investigations of the books, the hearing of arguments advanced by publishers' representatives, the probable revision of many texts before entering into a contract, the manufacture of the books in the State printing office, their distribution to the thousands of districts of the State, their proper care and preservation after being placed in the hands of the pupils, and the final destruction of the books when they become unfit for further use, all operations must be under the surveillance of the board and proceed by the board's direction. The disposition of 250 applications for high school certification each year constitutes a task of no mean proportions, since each case must be decided on its merits and must be investigated with painstaking care. During legislative sessions, the constant watchfulness required to determine the attitude of the board toward proposed educational legislation, demands alert attention by the legislative committee of the board and the three commissioners of education. Minor subjects, such as the granting of life diplomas and certificates for health supervision, the accrediting of training schools of other States for certification purposes here, and other miscellaneous business, each consumes its quota of time during the board meetings.

At every meeting, the board must sit as the Retirement Board to dispose of questions that arise constantly in connection with the retirement fund. Applications for the retirement salary are disposed of at the quarterly meetings only. Although but a small fraction of the board's time is taken up in the work of the Retirement Board, the same condition does not hold true in the office work. Here twelve thousand ledger accounts must be carried, and the mass of records, reports, correspondence, blank forms, posting, figuring, estimating, etc., that has to be done is bewildering to the 340 active names. At the beginning of the fiscal year just closing, it was estimated that $95,000 would be required to pay the retirement salaries for the year, and the final figures show that slightly more than $86,000 was necessary. The estimates for the next fiscal year will be approximately $140,000.

The three commissioners of education, assigned to elementary, secondary and vocation education, spend part time in traveling and part in office work. Although these offices have been filled only eighteen months, the investigations and efforts of the commissioners in that time have been fruitful, and will doubtless be productive of noticeable, probably notable, results in the immediate future.

All work done in the offices of the State Board, including that of the commissioners, is under the nominal direction of the State Superintendent, who is named by law as the secretary and executive officer of the board. The routine and detail work is done under the supervision of a chief clerk, serving jointly the State Board and the Retirement Board.

Visitors at the State Office are always welcome, and will invariably find someone who can give particular attention to a thirst for information or a hunger for the many interesting bulletins that issue from this department from time to time.

## Manuscripts Are Wanted

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following text-books:

Reading books for the third, fourth and fifth grades of the elementary schools.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board at his office, Room 706 Forum Building Sacramento, on or before December 6, 1915.

Bids for the sale or lease of such rights, enclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked: "Bids for Text-books in Reading," may be submitted on or before the hour of 4 o'clock P. M., of December 6, 1915.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the Board of Education at Sacramento.

STATE BOARD OF EDUCATION,
Sacramento, California.

EDWARD HYATT, Secretary.

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## OFFICIAL REPORT OF PROCEEDINGS OF STATE BOARD OF EDUCATION, SEPT. 13 TO 18

Secretary instructed to obtain copies of bill (S. 5706) introduced in Congress by U. S. Senator Carroll S. Page, concerning vocational education, and have brief report upon it prepared by Commissioner Snyder, to be submitted in writing at December meeting.

Small stock of a few thousand obsolete State text books, consisting of U. S. Histories (1888), second and fourth readers (Cyr), English Grammar (1888) and English Lessons, Books 1 and 2 (1906), was ordered to be offered for sale at a price sufficient to cover necessary royalties and postage.

It was the sense of the board that the quarterly reports of each commissioner of education should be combined at the end of the year to form the annual report required by law.

Commissioner Will C. Wood was authorized to represent the board at the February meeting of the department of superintendents, N. E. A., to be held in Detroit, Mich.

Commissioner Wood was instructed to call a State convention of high school principals at Fresno in November, the exact date to be determined later by the commissioner and secretary. Messrs. Whitmore, Stone, DeMotte and Harris were authorized to represent the board at this convention, with expenses paid.

The secretary was instructed to consult the various normal school presidents and inquire if the second week of April would meet their convenience for the meeting provided for by Section 1518a of the Political Code.

A resolution was passed postponing the consideration of the adoption of dictionaries as State text books, indefinitely.

Resolutions were passed authorizing special certification for instruction of deaf children in special classes organized as provided in Section 1618 of the Political Code, and for the teaching of oral and dramatic expression.

Reorganization of the board was effected on the fourth day of the session, Mr. E. P. Clarke being elected president, and Mrs. Barnum, re-elected vice-president.

A resolution was passed authorizing a systematic investigation of the music teaching done in the elementary schools, and the preparation for such teaching provided in the California State normal schools, report to be made to the board in December.

The publication of a bulletin on manners and conduct in the school, to be written by Commissioner Schallenberger and issued as a supplement to the Blue Bulletin, was authorized.

The publication of a bulletin on Civics, to to be prepared by Commissioner Wood, was authorized.

The publication of a bulletin entitled Bibliography of Vocational Guidance, to be prepared by Commissioner Snyder, was authorized.

Commissioner Snyder was instructed to conduct a survey to show what now exists in courses of study in household arts, commercial subjects and agriculture, and submit the results to the board at the December meeting.

Commissioner Schallenberger was given permission to publish the result of her survey on rural school conditions.


## GETTING IT PUBLISHED

G. H. C.

LAST MONTH
WE TRIED our hand
AT "SOMETHING DIFFERENT"
WE HAD great doubt.
THAT WE could make it go.
SO STRAIGHT to genial Harr.
THE EDITOR-in-Chief
WE TOOK the copy
HARR READ it twice
TOOK ON a troubled look
AND THEN he read again
THE LINE in which we said
THAT WE would pay for it,
HE MEDITATED long,
AND GAVE a searching look,
THEN SAID at last
THAT HE would take a chance
AND EVERYTHING,
PROVIDED WE'D agree
NOT TO break out
NEXT MONTH in poetry
OR ANYWHERE
AND THUS we got it by.
JUST HOW was it received?
WE DO not know.
MOST PEOPLE do not tell
EVERYTHING THEY think
THE BEST that we can say
NOBODY'S CALLED us nut,
NOR CRACKED, nor anything.
AND THE Dreaded Black Mariah
HASN'T BEEN on our street.
THEN, TOO, by cords we've sold
BUHLIG'S BUSINESS English.
THE BOOK of which we wrote.
WE HAVE this month another book—
WEBSTER'S ANCIENT History—
YOU'LL WANT to know about
THE AUTHOR clearly shows
THAT HE is wise, and knows
HOW RAW, and green,
AND IMMATURE,
THE YOUNG folks are.
WHO ENTER High.
HE, THEREFORE, tells the story
OF THE Ancient World,
IN LANGUAGE clear.
THAT THEY can understand
AND LIKE to read,
AT LEAST, that's what ?
THE TEACHERS say.
ILLUSTRATIONS? Yes,
THE VERY best you'll find
IN ANY book for schools,
AND MAPS superb,
AND EVERYTHING
ALL THOSE who use this book
SING ALOUD its praise,
AND NAME among its points
OF EXCELLENCE
THE LIST of questions found
WHERE CHAPTERS end.
THESE SHOW rare skill
IN TEACHING art, and scholarship.
AND FURNISH to the immature
FINE DRILL in memory and thought,
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IF YOU would make
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ONE THAT the boys and girls
WOULD LIKE to take
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Regulations governing permits to teach in intermediate school courses were adopted as follows:

Holders of elementary school certificates who have completed two years of work in a college, or one year of work in a college in addition to a normal school course, may teach in the third year of any intermediate school course , provided they comply with the following regulations, which are hereby established by the State Board of Education, in accordance with subdivision 3b of Section 1771 of the Political Code.

**I. For Candidates Who Are Not Graduates of Normal Schools:**

The candidate shall present a diploma of board of education a valid certificate of elementary grade, issued by a county or city and county board of education in California, and a written statement, attested by the president, secretary, recorder or registrar of a college or university listed as such in the latest report of the United States Bureau of Education, that the candidate has completed at least sixty semester hours in regular college courses in such institution, including at least ten hours of pedagogy, and at least thirty hours in any three of the following departments: English, French, German, Spanish, Latin, History, Mathematics, Physical Science, Biological Science.

**II. For Candidates Who Are Graduates of Normal Schools:**

The candidate shall present a diploma of graduation from a California State normal school or a normal school accredited by the State board of education for the elementary certificate, and a written statement attested by the president, secretary, registrar or recorder of a college or university listed as such in the latest report of the United States Bureau of Education, that the candidate has completed at least thirty semester hours, of which at least twenty hours shall be in regular college courses in such institution, in any two of the following departments: English, French, German, Spanish, Latin, History, Mathematics, Physical Sciences, Biological Science.

A semester hour is hereby defined to be one hour of a student's time per week at the college or university during one half-year, in lecture or recitation, together with the time necessary in the preparation thereof. In field and laboratory work, three full hours per week through one half-year shall count as one hour of credit.

**Statement Must Be on Official Form.**

The statement showing the work of the candidate at the college or university shall

be on the form prescribed by the State board of education and shall contain a list of subjects studied by the candidate and the number of hours of credit obtained in each subject.

**Note.** — Any county superintendent or county board of education desiring advice regarding the sufficiency of college credits offered by any candidate, may submit credit cards from colleges or universities to the State board of education and the proper officials of the State board will advise whether the credits presented meet the requirements stated above.

Provision was made for the granting of limited certificates to persons who had prepared for teaching with a view to taking advantage of the two-year temporary certificate previously allowed to graduates of the State university or Stanford university. Similar provision was made for the protection of recent graduates of special courses in California State normal schools which are not accredited under the new law.

A request for assistance in promoting a traveling educational exhibit was refused.

In the matter of the selection of critic readers, it was decided that members of the board might submit informally the names of any teachers they desired to suggest.

Section 2 of the Rules of the State board of education, governing the marking of attendance, was revised to read as follows:

Section 2. Unless otherwise provided by special action of trustees or boards of education, the daily school sessions shall commence at nine o'clock a. m. and close at 4 o'clock p. m. Not less than twenty minutes shall be devoted to recess during both the forenoon and afternoon sessions; and in all primary grades, no pupil shall be kept in school longer than one hour without a recess.

**Minimum Day in Elementary Schools**

The minimum day for any elementary school sharing in State funds on a basis of average daily attendance, shall be as defined in Section 1858 of the Political Code.

**Minimum Day in Day High Schools**

In day high schools, the minimum day shall consist of not less than four recitation or laboratory periods. The school day in day high schools shall be divided into four approximately equal parts, and one-fourth of a day's attendance shall be deducted for absence during each such four approximately equal parts.

**Minimum Session in Evening High Schools**

In evening high schools, the session shall be divided into two equal parts, and one-fourth of a day's attendance shall be deducted for absence during each of such parts. In evening high schools, the minimum session shall consist of not less than two recitation or laboratory periods, and shall be counted as one-half of a day.

**Counting Attendance in Evening Elementary Schools**

There shall be recorded five per cent of a day's attendance for each full twelve-minute period of attendance of any pupil; upon the sessions of elementary evening schools; and the actual attendance of a pupil for any given length of time shall be the sum of his attendance during such time. Units of average daily attendance shall be as defined in subdivision 5 of Section 1858 of the Political Code.

A special committee, consisting of Mrs. Ray, Commissioner Wood and Superintendent Hyatt, was appointed to consult with the legislative counsel bureau on the codification of the school law and instructed to report to the board at the December meeting.

President Clarke announced the continuance of all standing committees for present purposes.

High school credentials were granted to the following applicants:

| | |
|---|---|
| Anater, Anna Marrie | *Leech, Mary V. |
| Amburn, Otis F. | *McClean, Cyril W. |
| Beattie, John N. | Mackey, Eva |
| *Black, Lyston R. | Martin, Chas. J. |
| Boyer, Fred A. | Masten, Charles F. |
| Brown, Mary P. | Mauzy, Jessie Ethel |
| Cater, George H. | *Mellor, Arthur |
| Cattermole, Caroline | Moodley, Rose C. |
| Cook, Florence M. | Moulder, Webb |
| *Crabbe, Earl R. | Mountian, Valerie |
| Cunningham, Ever. C. | Neil, Clifford A. |
| Dorman, Jean | *O'Hanlon, Richard J. |
| Easr, Grace E. | Patterson, Nellie L. |
| Ellington, Will B. | *Rinn, Albert G. |
| *Endres, Anthony | Schwab, Bertha R. |
| FaMar, Wm. W. | Scudder, Kenyon J. |
| Flanders, Fred A. | Smith, Mrs. Dora B. |
| Hankins, Marguerita | Somers, Mrs. Allison |
| Hendershor, Wm. | Sowden, Harry |
| Hoover, Florence W. | Spangler, W. T. |
| Hopkinson, Carl M. | Squires, Alma M. |
| *Houghton, Geo. E. | Steele, Bess |
| Hunt, Howard N. | *Titus, Aime B. |
| Hunt, James R. | Van Artsdalen, Mrs. |
| Hust, Mrs. M. H. | Maryland |
| Kilgore, Arthur M. | Van Hoesen, Margar. |
| *Jewett, Elizabeth | Wakeman, Earl S. |
| *Lane, Martella Lydia | Weaver, Frances E. |

*Limited to June 30, 1916.

A resolution was adopted agreeing upon the employment of Mr. Luther Parker by the State board of education to prepare text books for uniform use in classes of adult foreigners in the elementary schools of the State, and submit the same for approval at the December meeting. Commissioner Schallenberger and Chairman DeMotte of the text book committee, were designated to act in conjunction with Mr. Parker in directing this work.

Mrs. Barnum was authorized to make arrangements with the State board of control for certain space in the State offices at Los Angeles for the use of the State board of education.

State board credentials in special subjects were granted to the following persons:

| | |
|---|---|
| Wm. G. Burgin | Leon W. Miner |
| Eva G. Clark | Edw. J. Moore |
| Maud H. Davis | P. J. Delacy Mulhall |
| W. A. Fiske | Eva Rebecca Price |
| Emma Frodermann | Charles C. Starr |
| Mary K. Gernon | Mattie L. Steele |
| Jessie Lee Gray | Williell Thomson |
| T. M. Henley | Daniel Ward |
| Ernest C. Kramer | Christine E. Wright |
| Kate E. Mark | Mrs. Mae Wilson |

A resolution was adopted authorizing the president and secretary of the board to sign and issue State board credentials in special subjects from the time of adjournment until the next meeting, to candidates whose applications receive the unanimous approval of the three commissioners of education and the secretary of the board. It was ordered that credentials in special subjects granted at this meeting be limited to June 30, 1921, unless otherwise specified.

Life diplomas were granted to one hundred teachers, including all applications received up to the time of the meeting.

Resolutions were adopted authorizing the manufacture of 50,000 writing books, 25,000 advanced geographies, 5,000 advanced arithmetics, and 10,000 primary spellers.

In view of an opinion submitted by the attorney-general that the board is without authority to adopt a text book in European Beginnings of American History, a resolution was passed rejecting all bids for such text book.

**Business of the Retirement Board**

A resolution was passed authorizing the transfer from the teachers' permanent fund to the retirement salary fund of $130,000.

A resolution was passed authorizing the payment of retirement salaries on October 1st, amounting to $27,054.05.


THE GOLDEN WEST

TO EVERYONE, the words "The Golden West" is descriptive of a certain part of our country, but to those that are natives there, or live there, these words sink deep into their hearts. We want everyone to know that the Dixon Company of Jersey City, N. J., make a pencil that is rich in quality, and have given it this name. It comes both in round and hexagon shapes, and has a beautiful golden tip with a red rubber eraser.

It is made in No. 2 and No. 3 grades, and sold at so low a price, that it is within the reach of all, and is most popular with School Boards, where this style of pencil is wanted, at a minimum cost.

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We Don't Cut the Cuticle.....35 cts.

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It is significant that the unanimous and official approval of Gregg Shorthand in each of the cities mentioned was based upon the investigation and recommendation of its own teachers who were familiar with a Pitmanic system and with Gregg Shorthand, and also upon the results obtained with Gregg Shorthand in daily competition with long organized classes in geometric shorthand.

The adoption of Gregg Shorthand by these cities and by universities throughout the country, should have a world of meaning to teachers and students of shorthand.

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The chief clerk was instructed to examine the records of all cases which had been denied, and those which had been granted under Section 14 of the law, to ascertain whether or not any service had been lost to the annuitants by reason of the non-existence of the rule adopted later, providing for counting teaching by calendar years under certain conditions.

The application of Miss Ida Ruff, who was granted a retirement salary at the June meeting, was reconsidered upon the showing that errors were made in the original papers, through no fault of the applicant, and upon proof submitted by Miss Ruff, the record was changed to show twenty-nine years of experience instead of twenty-seven.

It was decided that the regular government schools of Alaska should be rated as public schools, instead of being classed the same as the federal schools for Indians in the United States.

The term "educational administrator" was defined by the following resolution:

Resolved, That for the purposes of administration of the teachers' retirement salary fund law, this board holds that the words "educational administrator," in Section 13 of the act, shall be interpreted to apply only to those persons holding legal certificates or otherwise qualified to participate in the benefits of the act, who give the major portion of their time regularly to teaching, educational supervision or administration, or other educational work as distinguished from purely clerical work, in connection with the public schools of the State.

Mr. Whitmore, chairman of the committee on investments, was authorized to invest $205,000 of the teachers' permanent fund.

Retirement salaries were granted as follows:

## PUBLIC SCHOOL TEACHERS' RETIREMENT SALARY FUND BOARD

The following is a correct copy of a resolution adopted by the public school teachers' retirement salary fund board, at the regular quarterly meeting, Sept. 18, 1915:

"Resolved, in accordance with Section 9 of the teachers' retirement law, that the teachers named in the subjoined list be and are hereby granted a teachers' retirement salary in the amounts placed opposite their respective names, said amounts representing the retirement salary for one year, in each case, and the secretary of this board is hereby directed to add these names to the public school teachers' retirement salary fund record, and be it further

"Resolved, That these retirement salaries commence to accrue on October 1st, 1915, in accordance with the general resolution adopted by this board."

| Name— | Address— | Years Service. | Annual Amt. |
|---|---|---|---|
| Aull, Laura | Reedley, Cal. | 29 | $483.33 |
| Bacher, Lella | 46 Willow St., San Jose | 35 | 500.00 |
| Braden, Mrs. Ella P. | Carbon, Cal. | 25 | 416.66 |
| Butler, Mrs. C. H. | 1423 Willow St., Alameda | 30 | 500.00 |
| Conrad, Francis W. | San Bernardino, Cal. | 39 | 500.00 |
| Cox, Alberta | Watsonville, Cal. | 27 | 450.00 |
| Davidson, Mrs. N. E. | Hanford, Cal. | 31 | 500.00 |
| Davis, Mrs. Nellie S. | 1801 Alston Way, Berkeley, Cal. | 21 | 350.00 |
| Edwards, Mrs. E. W. | 1615 S. Flower St., Los Angeles | 36 | 500.00 |
| Emery, Mina Celia | 533 Larkin St., Monterey, Cal. | 34 | 500.00 |
| Gibson, Jennie | Woodland, Cal. | 35 | 500.00 |
| Glick, Margaret B. | 2200 Ocean View Ave., Los Angeles | 24 | 400.00 |
| Goldman, Julia P. | 209 Webster St., San Francisco | 30 | 500.00 |
| Gould, Jennie C. | Pacific Grove, Cal. | 32 | 500.00 |
| Hails, Abby I. | 1720 Bath St., Santa Barbara | 30 | 500.00 |
| Hurwood, Grace S. | National City, Cal. | 30 | 500.00 |
| Jones, Leslie | Rio Dell, Humboldt Co., Cal. | 25 | 416.66 |
| Josselyn, Miss Ada M. | 508 Cole St., San Francisco | 31 | 500.00 |
| Metzler, John A. | Pacific Grove, Cal. | 32 | 500.00 |
| Moynihan, Miss Nora T. | 823 Fell St., San Francisco | 30 | 500.00 |
| Owens, Eleanor M. | Hotel Ormond, 440 Eddy St. | 44 | 500.00 |
| Pedrick, Wm. Levi | Ferndale, Cal. | 30 | 500.00 |
| Parke, Emily B. | Oakville, Napa Co., Cal. | 26 | 433.33 |
| Perl, Miss Ida May | 5429 Grove St., Oakland | 20 | 333.33 |
| Price, E. M. | Uno, Cal. | 33 | 500.00 |
| Raker, Mrs. Mary L. | Alturas, Cal. | 30 | 500.00 |
| Robinson, Mrs. Eleanor | 1825 Cypress Ave., San Diego | 30 | 500.00 |
| Sawyer, Mrs. Mary E. | Oakdale, Cal. | 32 | 500.00 |
| Sheehan, Miss Josephine | Smartsville, Cal. | 33 | 500.00 |
| Shuey, Myra C. K. | Tropico, Cal. | 32 | 500.00 |
| Slingsby, Kate B. | Waddington, Cal. | 32 | 500.00 |
| Stearns, Kate R. F. | 737 M. St., Eureka, Cal. | 31 | 500.00 |
| Walsh, Mrs. Fannie L. | Salinas, Cal. | 43 | 500.00 |
| Washburn, Lucy M. | 279 N. San Pedro St., San Jose | 30 | 500.00 |
| Way, Emma Frances | Box 226 K, R F D, San Diego | 23 | 383.33 |
| Wilber, Katie H. | May P. O. Amador Co., Cal. | 31 | 500.00 |
| Wilson, Mary M. (Colt) | 849 Apgar St., Oakland | 29 | 483.33 |
| Winston, Elizabeth M. | Manhattan Beach, Cal. | 31 | 500.00 |
| Houston, Mina Jane | 752 47th Ave., San Francisco | 31 | 500.00 |
| Zielien, John James | Santa Ana, Cal. | 30 | 500.00 |

## MARIN COUNTY TEACHERS' MEETING SATURDAY, SEPT. 18, 1915

The following program was arranged by Supt. Davidson for his teachers:

11:30 a. m.—Meet at the Inside Inn.

12:00 M.—Luncheon at the Inside Inn.

1:00 p. m.—Fifteen minute talk by Jas. A. Barr, director of conventions, Panama-Pacific, in the California Booth, Palace of Education.

1:20 p. m.—Educational Value of School Exhibits. Dr. Alvin E. Pope, chief of the Department of Education.

1:40 p. m.—Exhibit of pictures showing work in Domestic Science and Manual Training.

2:00 p. m.—Address by Hugh Baldwin, director of the Moving Picture Exhibit. California Booth.

2:15 p. m.—The U. S. Educational Exhibit. J. C. Muerman, director U. S. Educational Exhibit.

2:30 p. m.—The Philippine Schools. Frank L. Crone, director of Education, Philippine Islands.

2:45 p. m.—School Attendance. How can it be improved? Discussion by the meeting. Three-minute talks.

3:00 p. m.—Opportunities of School Trustees. Dr. R. G. Boone, Department of Education, University of California. Moving pictures of school activities indoors and out.

The remainder of the session was spent in inspecting educational exhibits.

## A NEW BOOK

"Mechanical Drawing and Practical Drafting" is the title of a new book by Charles H. Sampson, head of the Technical Department, Huntington School of Boston.

The book has just come off the press of the Milton Bradley Company, of Springfield, Mass., and is in many respects a marked improvement over previous works of the same nature. It is extensive and complete to the last point, just the kind of a text for schools that devote a large portion of their time to the subject of mechanical drawing and practical drafting, and thoroughly prepare a pupil for the practical needs of a competent draftsman.

**Extensive and Thorough**

Every phase of the subject as presented in this book, has been thoroughly covered, and, in fact, more is given than in other books generally supposed to cover the subject. It covers specific instruction in lettering, practical geometrical construction, orthographic projection, developments and intersections of solids, machine details, assembly drawings, isometric and perspective, and cam and gear designs. The necessary tables for the solution of the plates are included, and special attention is given to the use of several scales, and various methods of inking and tracing. The completion of the entire course requires the drawing of seventy plates.

The systematic arrangement of the course as presented in this book enables the student to easily grasp its scheme, and to properly assimilate each lesson or problem, giving the proper foundation and preparation, in a natural and consistent manner, for the lessons that follow. Only sufficient ground is covered in the elements of mechanical drawing to insure a solid foundation for the more practical work following.

"Mechanical Drawing and Practical Drafting" is a complete course in the fullest sense of the phrase. No supplementary charts or textbooks are required. It is especially adapted to use in all institutions of high school or college grades, or in any educational work of a technical nature.

And not only is it a complete text for the student, but professional draftsmen will find it a valuable reference book, full of valuable information on subjects not usually covered in a drafting course, and usually omitted from other texts. Evening students also will find here just the book they have been looking for.

**Not an Experiment**

The course as presented in this book is not an untried experiment, but has been successfully taught and with concrete results. Large numbers of students graduated from it have been able to secure and retain positions as successful draftsmen; an excellent testimonial as to the practical value of the course.

The book seems rather a departure from the publications of the Milton Bradly Company heretofore offered to the educational world, but the departure is a good one and promises gratifying results. It is safe to predict that the book will be favorably received, filling as it does a want for a thorough text on the subject.

A request addressed to the Milton Bradley Company, 20 Second street, San Francisco, will bring a circular describing the contents of the book, price, etc.

### ALAMEDA COUNTY

In the Alameda County exhibit at the Panama-Pacific Exposition is a library corner filled with books that have been written in that county. We give the list of authors, most of whom were represented by several books:

Henry George, Charlotte Gilman, Bret Hart, Joseph LeConte, Jack London, Edwin Markham, Joaquin Miller, Josiah Royce, Sanford Bennett, Ambrose Bierce, Ross Browne, Gelett Burgess, Sheldon Cheyney, Ina Coolbrith, Dane Coolidge, Mrs. Dane Coolidge, Porter Garnett, Eleanor Gates, C. M. Gayley, C. S. Greene, E. W. Hilgard, Mrs. Juliet James, W. L. Jepson, Charles Keeler, P. B. Kyne, Joy Lichenstein, W. C. Morrow, Bernard Moses, Eugene Neuhaus, E. G. Potter, Millicent Shinn, H. M. Stephens, Herman Whitaker, E. J. Wickson, M. W. Wood.—New England Journal of Education.

* * *

### PENSION TRAGEDIES

We believe in pensions most heartily but we realize that there will be hardships, that there will be unreasonable limitations that are unavoidable. There must be a hard and fast line somewhere, but it is sometimes very cruel. Here is a case in point. It is in San Diego county, California. The following advertisement appeared in a daily paper. We give also the comment of the editor upon the situation.

Wanted: A family with five children of school age. Will pay twenty cents a day to each child attending my school for the seven-month term beginning in September. Also will provide furnished house and pay transportation from San Diego.—B. F. Young, San Luis Rey, Cal.

This is exactly what this teacher in this county proposes to do. He has taught school for twenty-nine years. One more year's work will give him a pension. But the families with children have moved out of his district, in the San Luis Rey valley. Unless families with children come into the district, no school will be maintained there this fall.

He wants to come half way, and offers to pay the fares of a family from this city, let them have a furnished house and pay the children for coming to school. He is old and becoming feeble. His life has been spent in teaching the men and women of today. His record is good, but he has been unable to get another school to teach. This is an opportunity for some family, as well as for the old gentleman.—N. E. Journal of Education.

* * *

### P. G. HOLDEN

One of the "live wires" on the N. E. A. program and on the various programs of the week before was P. G. Holden of the International Harvester Company. He is really one of the most vital forces in the educational world. In the last three years he has held 11,000 meetings including meetings in more than 2,000 rural and village schoolhouses, addressed always by several attractive and virile speakers.

In addition to this he issues lecture charts, and teaching stencils with accompanying lectures by means of which vast numbers of other lectures are given. There has been no such work accomplished by any other leader, official or otherwise. This makes Mr. Holden a great attraction in every convention, educational or agricultural.—A. E. Winship in N. E. Journal of Education.

### DR. MARGARET SCHALLENBERGER TO JOHN McNAUGHT

The "Examiner" of Sept. 23, announced one of the most interesting pieces of educational news that has appeared for a long while. Dr. Margaret Everitt Schallenberger, the elementary commissioner of schools for California, is to be married early in October to John McNaught, one of the most prominent newspaper men in the country. Dr. Schallenberger has had a remarkable and successful educational career. A graduate of San Jose State Normal School, Stanford University and Cornell University. Before her appointment to her present position she had served as an instructor at Stanford University, in the State Normal School in San Francisco and as Principal of the Training School of San Jose State Normal. John McNaught has held many important newspaper positions. He was for a number of years editor of the San Francisco Call and was one of the secretaries of the late Joseph Pulitzer of the New York World. As an editorial writer he was sound and brilliant and as a orator and after dinner speaker exceedingly popular. It is intended that the wedding will take place at the old pioneer homestead of Miss Schallenberger near San Jose. They will make their future home at Sacramento, where Dr. Schallenberger will continue her work as commissioner of the elementary schools.

* * *

Doctor Litt: "Now, this is a very expensive volume, and I must ask you to be very careful of it."

Student: "Sure, sir! I will look upon it as my

* * *

"Is it true that the appendix is absolutely useless?" asked the medical student.

"Useless?" thundered the professor. "Why, sir, it's a veritable gold mine for surgeons."


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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

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## Editorial

### TEHAMA COUNTY'S NEW CHARTER

The freeholders of Tehama county have drafted a new charter for a new county government. J. D. Sweeney, was a member of the freeholders convention. He made a strong effort to have the officers appointed by a service commission. He did not succeed: The committee arranged for the county superintendent to be selected by the clerks of the various school boards. This is an innovation in California, but not in other States. This system has prevailed in Pennsylvania for over a third of a century. It is not, however, as good a system as that which required the direct vote of the people. If our public school system can not train a citizenship with keen enough intelligence, and with sufficient integrity to vote right on a school superintendent, then indeed is our public school system a failure. The election of 1914 in this State when men held positions of honor and trust and were out electioneering and making stump speeches for the governor who appointed them proves that the commission form of government does not eliminate politics. The commissioners may be good. The governor may be a great reformer. The fact remains, however, that the man who is appointed to office continues to do politics with the same emphasis as the man who is elected by the people.

### TEACHERS' AGENCIES

Complaints have come to this office that there is a teachers' agency in San Francisco that is not conducting its business on legitimate lines. We would advise teachers, therefore, to patronize only such agencies that are properly recommended, and whose integrity is well known. The Fisk Teachers' Agency, 2161 Shattuck Ave., Berkeley, and 343 Douglas Building, Los Angeles. The Boynton Esterly Teachers' Agency, 717 Market St., San Francisco, and 517 Brockman Building, Los Angeles, are reliable and well recommended. A teachers' dollar is as big as a cart wheel and when an agency insists on payment in advance for a position it will be WELL to investigate.

* * *

Max Leavitt of the Pacific Teachers' Agency, Monadnock Building, San Francisco, complained to the Police Department that he was robbed of $300 in a gambling joint on Pine Street. (News item from San Francisco daily papers, Sept. 23, 1915.)

### NICHOLAS MURRAY BUTLER'S FAVORITE AMERICAN VICE

The September, 1915, Educational Review edited by Nicholas Murray Butler, New York, contains a page of comment on the salary schedule of the University of Oklahoma. The schedule provides salaries as follows:

| | |
|---|---|
| Instructors - - - | $1000 to $1300 |
| Assistant Professors - | $1400 to $1700 |
| Assistant Professors - | $1800 to $2100 |
| Professors - - - | $1800 to $2500 |

The editor in commenting on the above says: **This schedule illustrates a favorite American vice, which is to overpay the men and women at the bottom, and to under-pay the men and women at the top.**

The lines quoted are so un-American, so typical of the egotism of wealth and position, that we thought it impossible that the lines represented the editorial opinion of the Review. We wrote the editor and received the following reply:

Sept. 9, 1915.

Mr. Harr Wagner,
Western Journal of Education,
324 Phelan Building, San Francisco.

Dear Sir:—We beg to acknowledge receipt of your letter of the 2nd inst. and in reply to say that the last four lines in the editorial printed on page 207 of the September 1915 issue of the "Educational Review" are correctly printed and that they reflect the opinions of the "Review." It might be added that the reference is not particularly to educational salaries, but to salaries of public officials generally.

Very truly yours,
Educational Review.

The public schools of the nation have ideals. These ideals are based on equal opportunity, equal pay for equal work, and for inculcation of a democratic spirit in the young. The favorite American vice, if there is one, is the snobbery of the aristocracy of culture. This aristocracy of culture has its apotheosis in Columbia University with Nicholas Murray Butler as the chief spokesman. Is it true, that the thousands of instructors in the universities of our land who do the actual work and are paid from $1000 to $1500 are over paid, and that the Presidents of our universities who are paid from $5000 to $15,000 are underpaid? Is it true that the five hundred thousand grade teachers who are paid from $800 to $1200 per year are over-paid? Is it true that those at the top-heavy system who are paid from $3000 to $10,000 are under-paid? Let those who pay the bills answer. They will say NO. The undercurrent of socialism wants just such fool statements as those in the September "Review" to use as a club on the heads of those at the top. If the evolution of the masses is to hold true to the ideals of the race, men like Dr. Butler must be bridled, censored, or eliminated entirely from positions of influence and power.

The "Review's" policy of lower salaries for those who do team work, and higher salaries for those at the top, will lead to an artificial aristocracy that will mean the downfall of our entire educational system. The people will never support indefinitely an institution or a school system that considers it a vice that the teachers, at the bottom are over-paid and those at the top are under-paid. Unless there is a resipiscence in Dr. Butler', it will require the use of all the effective words in an unabridged dictionary to properly condemn his vicious philosophy.

### NEW READERS

The State Board of Education is advertising for manuscript plates and copyrights of readers for the third, fourth and fifth grades. It is to be regretted that the board did not also advertise for a new State speller. The commissioners have shown a desire to get the best books possible for the children of the State. Even the representatives of book companies, though they failed to get contracts, believe that those who represent the State are trying to secure the best results possible. If there is anything wrong it is in the system. W. C. Doub, who as superintendent of schools in Kern county, made a splendid reputation as an educational leader, and whose point of view on educational matters is always interesting, says of the recent adoptions:

"The adoption was absolutely honest. The commissioners of education selected the books. Mr. Snyder selecting the writing, Mr. Wood the history and Miss Schallengerer the reading. The commissioners sought the opinion of other experts. They would naturally ask the opinion of those who believe as they do.

"I made a special study of the readers for the lower grades, because I submitted readers for those grades. The readers adopted will not give any better satisfaction as basic texts than the present State readers they are displacing. They represent another attempt to make basic reading texts by writing fables and fairy stories down to first grade simplicity. This has never been done successfully. Among other defects, the vocabulary must of necessity be poor. Most words in a primer should be those the child has learned to use in his every-day conversation. The new State primer omits such words as 'may,' 'mother,' and 'baby' and includes such words as 'quench,' 'thirst' and 'sixpence.'

"In most schools the new State readers for the lower grades will not be used until after the pupils have been taught to read from some basic text, and they will then be used as supplementary readers. This is true of the present State readers, and for the same reason.

"Eight or more experts could be found in the State who would report strongly in favor of the new State readers. Most of these experts are teaching in our normals, and believe in the theories of educational psychologists. Eight or more other experts could be found who would report strongly against these new State readers. Most of these experts are teaching in the grades, and have learned by experience the methods and subject-matter that secure the best results."

* * *

The California Teachers' Northern Section held its annual meeting at the Exposition, Palace of Education, August 25th, President Camper presiding. The officers for the ensuing year were elected as follows: President, Paul Ward, Red Bluff; vice-president, Principal Edward W. Locher, Maxwell; secretary, H. G. Rawlins, Willows; treasurer, J. D. Sweeney, Red Bluff; members of the council, Pearle Sanderson, Colusa, and R. W. Camper, Williams. Marysville was selected as the next meeting place, which will be the middle of October, 1916.

## THE EVOLUTION OF A GREAT PUBLISHING HOUSE

In 1885 the partnership of Ginn & Heath was dissolved and D. C. Heath shortly thereafter founded the house of D. C. Heath & Company. There were admitted to this firm, within a comparatively short time, Mr. Charles H. Ames, Mr. William E. Pulsifer and Dr. Winfield S. Smyth. The business was continued under the partnership until 1896, when the partners sold the business to a corporation, which was continued under the same name, Mr. Heath becoming the president, Dr. Smyth the vice-president, Mr. Pulsifer the treasurer and Mr. Ames the secretary of the new company. The business was continued with great success under these officers, and when Mr. Heath died, in 1907, the house was the third largest in the educational publishing business. Two years after Mr. Heath's death the trustees of his estate sold his holdings in the company, which was then reorganized, Mr. Pulsifer becoming its president, Mr. Ames its secretary, Mr. James C. Simpson its vice-president, and Mr. Winfield S. Smyth Jr., its treasurer. Dr. Winfield S. Smyth died shortly after Mr. Heath passed away, and Mr. Ames died two years ago last October.

Under the new management the house has continued the same policies that Mr. Heath so wisely adopted and followed in the conduct of the business when under his direction. Mr. Heath always stood for clean methods. No taint of smoke was ever found on his business garments.

The house has in its list of authors some of the most able and distinguished men in this and foreign countries. An examination of the catalogue of D. C. Heath & Company reveals the following names especially well-known in the United States and Europe: President Woodrow Wilson; Dr. Ira Remsen of Johns Hopkins; Dr. F. P. Venable of North Carolina; Dr. Edward S. Joynes, one of the most distinguished German scholars in America; Dr. Thomas J. Lawrence, associate of the Institute of International Law and lecturer in Maritime Law at the Royal Naval College, Greenwich, England; Dr. Charles Gide, professor of social economics in the University of Paris; Ex-Secretary of the United States Treasury, George S. Boutwell; Dr. John M. Manly of the University of Chicago; Doctors Henry E. Bourne and E. J. Benton, professors of history in the Western Reserve University, Ohio; Dr. Edwin A. Allen of the University of Missouri; Dr. Basil L. Gildersleeve of Johns Hopkins University; Dr. R. G. Moulton of the University of Chicago; Dr. Webster Wells of the Massachusetts Institute of Technology, Boston; Dr. N. S. Shaler of Harvard University; Dr. Henry Suzzallo, recently elected president of the University of Washington; Dr. Bruce M. Watson, superintendent of schools at Spokane, Washington, etc.

Among the Pacific Coast authors who have written books for D. C. Heath & Company are: Prof. S. E. Coleman of Oakland, Cal.; Dr. Rudolph Schevill, Dr. Carlos Bransby and Dr. S. Griswold Morley of the University of California; Dr. David Starr Jordan of Leland Stanford University; Dr. Ernest B. Hoag, recently lecturer in public romance of languages, Leland Stanford Jr. University; Harold Wellman Fairbanks, of Berkeley, Cal.; Miss Emma M. Firth of Oakland, Cal.; Miss T. A. Brookman of Berkeley, Cal.; Miss Elizabeth Grinnell of Pasadena, Cal., and others.

The Modern Language Department of D. C. Heath & Company is now regarded by critical scholars as one of the largest, if not the largest, similar department connected with any publishing house in the United States. The texts and textbooks of this department have commanded the attention of the ablest French, German, Italian and Spanish scholars in the educational field of America and Europe. Thousands of copies of Heath's Modern Language Texts are sold annually in England, Ireland, Scotland and Wales, and largely because of careful and critical editing.

The general list of this house contains carefully prepared books, reaching from the kindergarten to the university. Among the most notable of the books published by D. C. Heath & Company are: Joynes-Meissner's German Grammars, Fraser and Squair's French Grammars, Wells and Hart's Mathematics, Hyde's Lessons in English, Norton's Heart of Oak Books, Walsh's Mathematics, The Manly-Bailey Elementary English Books, the Arden Shakespeare, edited by the best known Shakesperean critics in England and America; President Wilson's The State; Boutwell's History of the Constitution; Lawrence's Principles of International Law; Gide's Political Economy; Bourne and Benton's Histories; Webster's Ancient History; Buhlig's Business English, etc.

These books have brought to the house great reputation. The bu
has been extended to the Philippine Islands, to India, China, Japan, Australia, New Zealand, South America, Mexico, Central America, and to many European countries. Recently Dewey's "How We Think" has been translated into the German language, and Woodrow Wilson's "The State" has been translated into that language.

Since the reorganization of the company the publication department, which is directed by its president, Mr. Pulsifer, has added very largely to the excellent list of books which were published during the time when Mr. Heath was the head of the house. Among these new books are: Wells and Hart's Algebras and a Plane and Solid Geometry; Webster's Ancient History; Bourne and Benton's Elementary and Grammar School Histories; Gerrish and Cunningham's English Con.position; Buhlig's Business English; three new German grammars; Fraser and Squair's Shorter French Grammar; a revision of Grandgent's Italian Grammar; the Davis-Julien Readers; the Walsh-Suzzallo Arithmetics; the Manly-Bailey and Sanford-Brown Language Books and Grammars, etc. The aim of the head of the publication department is to produce books of the highest educational merit. The motto of the house is "The best books by the best authors." Mr. Pulsifer declares that he would rather refuse to publish a dozen books that are really meritorious than to add one poor book to the list of the house.

The house has several large offices: One at Boston, one at New York and another at Chicago. There are several branches: One at Atlanta, one at San Francisco, one at Austin, Tex., and a very large branch at London. The San Francisco office is in charge of Mr. G. H. Chilcote, who is assisted in California by Mr. Charles F. Scott of Los Angeles, two men who are well and favorably known to the educational people of the State.

* * *

### STATE TEXT BOOKS

California's experience in publishing school text books at taxpayers' expense ought to be a lesson to Oregon. The California State Law provides for the leasing of the plates of text books now on the market, or for the leasing of manuscripts or purchase of same, and for the publication of common school books in the State Printing Office in Sacramento.

Politicians have for the last thirty years or more, ever since State publication went into operation in California, used the State printing office as a political machine and as a battering-ram for one administration against another, each administration claiming that they have saved more money than the preceding administration.

Two years ago a free text book law went into effect so that new books are shipped out to districts all over the State free of charge, transportation charges prepaid. The present administration claims that it is saving the people thousands, if not millions, of dollars annually, but the fact is that a whole lot of overhead expense has never been included in the cost, the interest on their investment in the State printing office of over a million dollars is not included, they never take into account when comparing their prices with the prices of publishers the exchange allowance which the publishers make when a new book is introduced. The second-hand books scattered all over the State are a dead loss.

Under the California system they are continually changing books more frequently than they have in Oregon and yet no allowance has ever been made either for secondhand books or for new books on the hands of dealers, or owned by the districts.

In discussing this whole question one thing to be taken into consideration is—how and where the best books for children can be obtained. The United States Commissioner of Education in his last report shows that only about $14,000,000 is spent annually in the whole United States for school books, and shows that the total cost of text books is less than two per cent of the cost of education, therefore, the economic end of the business may be regarded as a minor matter.

Under the California system it has proven suicidal for any publisher who owns the copyrights of first class books to submit them to the State Board of Education on the present basis; therefore in the recent adoption which

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took place last month the California State Board of Education was able to secure very few of the leading text books in the country. Houses, both large and small, which had first class books refused to submit them. We refer to such houses as Benj. Sanborn and Company, the American Book Company, D. C. Heath and Company, Ginn and Company, Houghton-Mifflin Company, and scores of others. As a result, California cannot secure under its present system of state publication the best that there is, except by making large appropriations for supplementary books and books for the library.

There has just gone into operation a law providing that not less than forty cents nor more than eighty cents per pupil shall be spent for supplementary books. In Massachusetts and, in fact, in most States throughout the country, somewhere between forty and eighty cents would be found the total cost per pupil for school books. It is plain, therefore, that California is really paying twice for her school books. She is bound to support State publication as the political end of the business, and then in order to secure some first class books she has to make appropriation for thousands of dollars' worth of supplementary books for the school library.—From the Oregon "Voter."

* * *

## WHAT IS THE MATTER WITH ELEMENTARY SCHOOL GEOGRAPHY?

Every one qualified to judge will admit that the condition of elementary school geography in California at the present time is deplorable.

Many new ideas have been introduced into the schools and the older subjects are being adapted to present-day needs. Geography, alone, goes on its ancient way but little changed. Owing to the fact that the new and modern view of the subject is not generally understood by those who train our teachers and plan our school programs it is losing the esteem in which it was once held.

Properly taught geography is a subject of the utmost practical value. It is far-reaching in its conceptions and fitted more than any other to awaken a lively interest of the pupils in the world about them and give that broad culture which is so essential to a proper perspective of life.

What do we find to be the actual condition of geography in the schools? As a rule it is the same memory work that was presented a generation ago only a little less thorough-going. This method by a long-continued hammering does so impress certain arbitrary facts about the world upon the brain that some of them remain. But through what an enormous expenditure of time and effort are they acquired. The dull routine of memorizing them creates a dislike for the subject with the result that the most of them are soon forgotten. This dislike on the part of a large proportion of children for the subject of geography is in itself an indictment against our methods of teaching it.

The present-day ignorance on the part of the pupils of the essential facts of geography is not due to the lack of time given to the subject. Three or four years with a daily recitation is sufficient, if right methods are used, to give a good working knowledge of the home region and clear conceptions of the broader world relations. The present condition does not call for a return to the more severe memory drill of past years, as some teachers would have us believe, but rather for the introduction of the methods of modern geography. The conceptions of the new geography are so completely in accord with a true pedagogy that wherever they are tried they produce most astonishing results. However, it is not the purpose in the present paper to follow out the methods of the new geography, but rather to point out the mistakes of the old, and why it fails to produce results.

The old geography, still generally taught today, is a description of the earth. Multitudes of facts are presented, while little is said about their relation to each other. It is little wonder from our present-day standpoint that such a geography is growing in disfavor. If that were all that there is to it we could not blame those who would do away with it as an independent subject and distribute its materials among others.

One has only to read the absurd statements sometimes made as to the essential nature of geography to realize how little the new geography is yet understood. Men who are leaders in educational thought in our country have said that geography is an agglomeration of facts from different sciences without inner relationship or coherence; that it is a catch-all without individuality and that its materials might as a matter of economy be distributed among the other school subjects. The well and favorably known Gary System of Gary, Indiana, carries out this idea and almost ignores geography as an independent subject.

Another factor which has worked against the betterment of geography teaching in our country is the sort of textbooks which are offered for use. Textbooks exert an important influence upon the teaching of a subject and upon the arrangement of the courses of study. The arrangement of the material as given in the textbook is not always followed but it is easier to do that than to make a new outline.

No great change has taken place in our textbooks of geography during the last generation. The new geography has found expression in some of the recent books for the German elementary schools, but in our country it is chiefly confined to articles in the educational magazines.

The geography in use in our own State, although it goes farther than any other American text in its attempt to develop the casual notion, has very serious drawbacks and is very far from being the ideal which we are seeking. No important change for the better can take place in the teaching of geography in the California elementary schools until we have a series of textbooks planned more distinctly along the lines of modern geography.

The practice of geography in our schools fails in another way because the nature of the subject is not understood. Superintendents and teachers fail to recognize that in its essential nature it is a science. As such its successful handling demands special training on the part of the teachers, a training in observation of geographic facts of the neighborhood. The ability to teach modern geography successfully can never be gained from the study of a textbook. It must be gained in the real world.

The neglect of home geography so general in our schools brings two serious consequences in its train. In the first place pupils leave school knowing little of the region in which they live. They are almost totally unprepared to make use of their environment in their life struggle.

In the second place there is an inability on the part of the pupils through lack of an understanding of that which is near at hand and open to observation, to form mental images of that which is beyond their horizon. They learn the book statements and appear to have their lessons, but farther questioning shows that they have little comprehension of that which they have learned.

Thus it comes about that, in spite of the time and effort expended in the three or four years devoted to geography, the pupils leave school with their minds almost a blank as far as concerns their ability to interpret and make use of the facts of the world at large.

Replying then, in conclusion to our question as to what is the matter with elementary school geography we can say in the first place that it is not understood, and in the second place, that its emphasis is wrongly placed and its method or presentation is pedagogically incorrect.

Dr. H. W. Fairbanks.
Box 176, Berkeley, Cal.


# NEW HIGH SCHOOL TEXTS

The many teachers who have been pleased with Ashley's ANCIENT CIVILIZATION, published last February, will be glad to know that a companion volume on MEDIAEVAL CIVILIZATION is expected from the press in December. These two volumes will also be bound together with the title "EARLY EUROPEAN CIVILIZATION." They are designed to provide material for the first year of the two-year course in European history in which social and economic conditions are particularly emphasized.

We have just published a new volume in our Pocket Classics Series, which will be of interest to many high school teachers—an abridged edition of Hugo's "Les Miserables," 25 cents.

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Reading From Left to Right—David Lever, Alvin E. Pope, Paul Mahoney, Sarah Flynn, Edward Rainey, Frances Effinger-Raymond, W. A. Scott, R. R. McMaster, Clyde I. Blanchard—Student Body.

## STANDARD SCHOOL AWARDED GRAND PRIZE AT THE PANAMA-PACIFIC INTERNATIONAL EXPOSITION

(By Harr Wagner)

This successfully conducted school held its official graduation August 30 in the Court of the Universe, under the personal direction of Mr. Alvin E. Pope, chief of the Palace of Education, and Honorable Edward Rainey, representing Mayor Rolph.

The day was perfect, the attendance of parents, friends and Exposition visitors ran into several hundred. The setting was gorgeous—Italian skies and the marvelous architecture of the artist Mullgardt, the presence of the Exposition band, and the beautiful decorations of living boys and girls stirred the hearts of everyone.

Mr. Pope stated that this school had set the standard for all other commercial schools; that it was the only time where a school had been organized at an Exposition and where the course of instruction had been completed on Exposition grounds, and where all who entered had met every requirement and had been graduated on the ground. Mr. Rainey stated that he was at the exercises as the personal representative of the Mayor, "who wished to put his decided approval on this school and the work it had done."

All of the speakers referred in the highest terms to Mr. John Robert Gregg, who made it possible to have this exhibit at the Exposition, and to Mrs. Frances Effinger-Raymond, who personally initiated and supervised the work. Especial emphasis was laid by each speaker on the thorough work done by the students as well as their concentration under most trying conditions, their courtesy to visitors and their desire to co-operate with the work of the other exhibitors by getting out a daily bulletin for the Palace of Education. This is probably the first school in the world where no teacher ever wrote a note of complaint to a parent and where no parent ever uttered a word of complaint to a teacher. Mr. Pope called attention to the fact that althouh the students of the Standard Commercial School were young and very attractive and had the freedom of the Exposition grounds and concessions, yet they had never abused this liberty nor caused a word of criticism or complaint.

The students will perpetuate the school in an Alumni Association, Mr. Ernest Wilkens, president. They gave a dansant Saturday afternoon, September 25, in the Missouri building and will hold regular meetings during the coming year. Every student who wanted a position was spoken for before school closed. Eighteen are acting either as stenographers or bookkeepers in the following offices: University of California (3 here), Chief of Palace of Education, Director Philippine Exhibit, F. H. Abbott Company, Provident Life and Trust Company, Carson Glove Company, Electrician, Hayward; State Normal School, Santa Barbara; Wolverine Brass Works; Southern Pacific (2 here); Columbia Steel Works; E. Clemens Horst Company; Chinese Commission, P. P. I. E.; Office Assistant, Standard Commercial School.

The other graduates return to their respective high schools. Each one is an accurate and rapid stenographer and typist, an excellent penman and a most competent and efficient office assistant—as office training and the use of office appliances, filing, etc., were strong features of this unique, practical and successful school exhibit.

* * *

### Mark Keppel on Text Books

One of the most interesting and enlightening addresses delivered during the week of the N. E. A. was made by County Superintendent Mark Keppel of Los Angeles upon the subject "The Economical Aspect of Supplying School Books." Mr. Keppel was at his best and spoke with more than his usual clearness and force.

Mr. Keppel surprised his audience by asserting that the figures issued by the State showing the cost of manufacturing school books did not include many items that justly entered into the cost and should be included. Some of the items enumerated were: The salaries of the superintendent and his staff, insurance, freight, postage, expressage, clerk hire, telegrams, to say nothing of the items for deterioration of the printing plant and a reasonable interest on the $1,500,000 which the State has already sunk into the printing plant.

Mr. Keppel called attention to the relative amounts spent by children for school books, on the one hand, and for gum, candy and the "movies" on the other. He thought the latter items exceeded the former by more than twenty times.

Lastly, Mr. Keppel expressed great regret that the attention of the public was always focused upon the little things and that the big ones were allowed to go without notice. For example, he said the public is kept in a state of hysteria about the prices of school books, which are now so low as to threaten their quality, while no attention whatever is paid to the item of repairs of school buildings, the greatest leakage on the school funds. He asserted that during the months of June, July and August of each year a sum amounting to three times the cost of school books is paid for needless repairs upon school buildings.

## A NEW VIEWPOINT ON ALGEBRA.

Algebra, long ranked as a dead subject, is showing signs of life. Thirmuthis A. Brookman, formerly head of the Department of Mathematics in the high schools of Berkeley, has achieved the impossible in pruning the the non-essentials from high school algebra, rearranging the essentials and utilizing to some extent geometrical concepts. In this book, algebra has not merely been applied to concrete and practical aims, but what is more, has been derived from concrete and interesting sources.

Particularly, it has been linked up with the shop and this is, by far, the best attempt I have seen to furnish shop mathematics of an algebraic character. It seems to fill all the requirements for college algebra, placing in the appendix portions in which requirements of various universities differ.

It may well be used as a book of shop mathematics in technical schools or for the regular algebraic work in schools not technical in character. It comes from the press of Charles Scribner's Sons, and bears the title of "A Practical Algebra for Beginners."

LEWIS B. AVERY,

Assistant Superintendent of Schools.

## Education Notes

Dr. E. C. Moore of Harvard University, spent his vacation in California. He delivered a series of lectures in Los Angeles, before the City Teachers' Club, and before the summer session of the University of Southern California.

* * *

The Bulletin of the Los Angeles City Teachers' Club is of special interest. The September issue announces a series of lectures by Prof. John Hall Raymond.

* * *

Superintendent Hugh J. Baldwin was the life and spirit of the exhibit of California schools in the Palace of Education.

* * *

Edna Wilson of the Edison School, San Francisco, has announced her engagement to A. J. Cloud, deputy superintendent of schools of San Francisco and candidate for superintendent of public instruction in 1914.

* * *

The Victorville Union High School has voted bonds for $30,000 to build a new high school. Barstow will also build a new school in the near future.

* * *

The San Benito County Teachers' Institute will meet in the assembly hall of the San Benito County High School building, Monday, October 18, at 10 a. m., for a three days' session to conclude Wednesday p. m., at 3 o'clock. A program of interest has been prepared and a full attendance is expected. W. J. Cagney, superintendent.

* * *

The State of Washington has 108 Teachers' Cottages. Supt. Josephine Preston has issued a fine bulletin on the value of teachers' cottages to rural schools.

* * *

Supt. W. T. Walton, formerly of Tulare, is now the principal of the Half Moon Bay grammar school.

* * *

Supt. Roy Cloud of San Mateo county, held his institute in South City Sept. 27, 28 and 29. The trustees convention, Harr Wagner, chairman, was held on Sept. 27 at the same place. Tuesday, Sept. 28, the teachers spent at the Exposition.

* * *

Hon. M. B. Harris of Fresno, has been appointed a member of the State Board of Education, vice W. H. Langdon, resigned. Mr. Harris is an attorney, a good citizen, and his ability and experience will make him a valuable member of the State Board of Education.

* * *

The Montara-Farallone School was dedicated on Saturday, Sept. 25. Mrs. M. G. Hyatt, deputy superintendent of public instruction, Margaret E. Schallenberger, commissioner of elementary education, Supt. Roy Cloud were among the distinguished educators present. Harr Wagner, clerk of the school board, presided.

* * *

E. Morris Cox has been elected principal of the Fremont High School, vice F. R. Rosseter, deceased.

* * *

G. A. Dickson, superintendent of Newcastle, Pa., formerly a member of the county board of San Diego, has sent this office a fine program of Lawrence County Teachers' Institute. Prof. Dickson is one of the executive officers.

Mrs. Rachael Sheldon of Fresno, has registered as a student in the State Normal School. She is 81 years of age and will attend classes in psychology.

* * *

**PLAY YOUR PART.**

Today is your day and mine;
The only day we have;
The day in which we play our part.
What our part may signify in the great world we may not understand,
But we are here to play it, and now is our time.

—David Starr Jordan.

## Book Notes

"The Brown Mouse," by Herbert Quick, with illustrations by John A. Coughlin, published by the Bobbs-Merrill Company, Indianapolis; price, $1.25.

This newest story of the author bids fair to hold the attention of the reading public even more than his previous works. The story is delightful and interesting, and important because it deals with the one problem in American life that needs most attention—rural education, and rural improvement. It is the story of a farmhand whose genius upsets an Iowa district, and eventually the whole country, by presenting to it a new kind of rural school.

* * *

"Sculpture of the Exposition Palaces and Courts," by Juliet James; published by H. S. Crocker Company, San Francisco, Cal.; price $1.25.

The author, Juliet James, is a Berkeley woman, the wife of the superintendent of schools, Morris James. This volume shows her to be a woman of keen appreciation of the most beautiful part of the Exposition which is the sculpture, the reproduction of the various artistic creations of the sculptors including that of A. Stirling Calder, R. I. Aiken, Herbert Adams, Mrs. Whitney and Mrs. Longworth. The transferring of the sculpture to a photographic reproduction and placing it within the covers of book is in itself a very great art. Mrs. James with the aid of H. S. Crocker Company has succeeded in doing this in a way that will not be equaled by any other publisher or author. You can not go every day to see the original statuary but with this book you can have the pleasure of seeing it in its most exquisite form. The book includes practically all the notable statuary at the Exposition. It is dedicated to A. Stirling Calder, and there is an appendix giving a brief biographical note on each one of the sculptors. It also describes the entire group of statuary in the Fine Arts Lagoon.

If you want a book to place in your library that will remain one of the treasures of your household, be sure and send for "Sculpture of the Exposition Palaces and Courts," by Juliet James, to H. S. Crocker Company, San Francisco, Cal.

* * *

"What We Saw at Madame World's Fair," by Elizabeth Gordon, with drawings by Bertha Corbett and published by Samuel Levinson, San Francisco, Cal.

This is a beautiful book written so as to attract the attention of children of all ages from 5 to 80 years. It is written in the form of letters to cousins after visiting the various palaces of the Exposition. There is also an account of a visit to the Zone, to a number of foreign buildings, Canada the Beautiful, etc. It is illustrated with colored photographic reproductions of the Palace of Education, Palace of Fine Arts, Palace of Horticulture, Night Illumination, and other very fine attractive features. Mr. Levinson is to be congratulated on producing so beautiful a book. It proves what can be done in California where taste and refinement and a bit of commercialism joins to produce a book that appeals to the higher intellectual activities of our beautiful and wonderful Exposition.

* * *

The Macmillan Company have published many notable books. One of its most popular high school books has been "English Poetry, Its Principles and Progress," by Charles Mills Gayley, professor of the English language and literature in the University of California, and Clement C. Young, formerly at the head of the English Department in the Lowell High School, San Francisco, but has had a very wide field of usefulness as speaker of the assembly and as chairman of the committee on education and in a number of other public capacities.

While the merits of "English Poetry, Its Principles and Progress" are very well known to high school treachers, it is interesting to note that this book by Dr. Gayley and Prof. Young is a remarkable success. The selections from Chaucer, Spenser, Milton, Dryden, Pope, Gray, Wordworth, Byron, Shelley, Keats, Macauley, Browning, Arnold and Lowell, show the keen discrimination and appreciation of the best there is in the poetry of the English language. It is one of the most popular of high school texts.

* * *

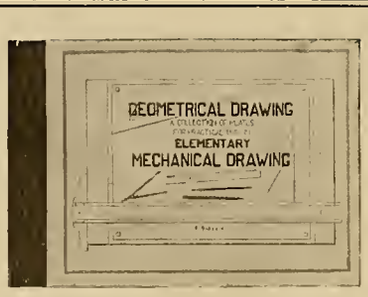
"California Garden-Flowers," by E. J. Wickson; published by the Pacific Rural Press, San Francisco, Cal.

This work is the result of the author's many years of experience and research in the horticultural field. The extent of the material includes a wide range, but the subject is so handled that from the point of expense and scientific study, the context is within reach of all. The author's chief object is to promote a love of flowers and interest in their growing, as a beautiful environment of every home, and which most people can secure.

* * *

"Education for Industrial Workers," a constructive study applied to New York City, by Herman Schneider, Sc. D.; published by the World Book Company, Yonkers-on-Hudson, New York; price, 90 cents, postpaid.

The present volume is the latest of the School Efficiency Series, edited by Professor Paul H. Hanus, which embodies the report of the different investigators of the New York City School Survey. Dr. Schneider's Education for Industrial Workers is a reprint of his report on the status of vocational education in New York City schools. The book considers the conditions of modern industry and how best to prepare children for earning their living under these conditions. The difference between energizing and enervating occupations is made clear. What vocational and continuation schools are, and what they can do to train for energizing occupations and to counteract the tendency to drift into the enervating lines of work, are subjects on which Dr. Schneider has valuable conclusions to offer.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"Plane Trigonometry," by A. M. Harding, A. M. and J. S. Turner, B. A.; published by G. P. Putnam's Sons, 6 West 45th St., New York; price, $1.10.

During the last few years great modifications have been made in the method of presenting Plane Trigonometry. The large portion of the time spent by the student in groping about in a wild attempt to learn what was its practical utility, too often carried with it the result of making the subject repulsive. Accordingly the plan of this work has been modified to meet modern requirements and comply with modern methods. The ratios have been introduced a few at a time, and the solution of triangles follows as soon as possible, gradually working up towards the last, to the more difficult theoretical parts of the subject. The plan is calculated to hold the student's interest to a higher degree. The book also contains certain special features that should make it popular.

* * *

"Caesar's Gallic War," by Harry F. Towle and Paul R. Jenks; published by D. C. Heath & Co., 231 West 39th St., New York.

This book contains all the material needed for second year Latin, with the material so arranged as to bring the subject within the smallest possible compass.

The appendix to the commentary is a new innovation and a good asset. Every construction found in the text is explained in the simplest manner, and answers all the purposes of grammar needed for the second year course. In illustrating the subject matter of the narrative, the constant aim of the editors has been to interest and stimulate the pupil, but not to overload the commentary with unimportant details.

* * *

"The German Enigma," by Georges Bourdon; translated by Beatrice Marshall with introduction by Charles Sarolea; published by Georges Cres et Cie, 116 Boulevard St., Germain, Paris; J. M. Dent & Sons, Ltd., London and Toronto.

The book is an impartial investigation into the Franco-German relations, and is the work of one of the ablest publicists of modern France. It is the work of a good European who wishes to put an end to senseless competition in armaments, and to the international distrust inspired by an ever-increasing militarism. The "German Enigma" of Monsieur Bourdon is mainly an objective, and impersonal study, in which the author has been careful not to obtrude his own private views. Only in the last chapter does the author attempt to draw the conclusions of his investigation. In all other chapters the student of the "German Enigma" is allowed to draw his own conclusions of the sincerity of Germany's pretended desire for peace, standing as it does in such strong contrast to her tremendous preparation for war.

* * *

"Rational Athletics for Boys," by Frederick J. Reilly, published by D. C. Heath & Company, Boston, Mass.

The method here described is simply an effort to combine the benefits of all-around physical training with the keen joy of athletic competition and to give every boy an equal chance. The plan presented has been worked out for boys in all elementary schools, but the same method, with an endless variety of exercises can be applied to high schools and colleges, clubs, summer camps, and the militia.


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Note.—The recent legislature enacted a law which requires Boards of Education, Trustees, etc., to give preference to books compiled within and printed and published in California. The law applies to the above book. Boards of Education should patronize home industry provided of course that the books have merit.

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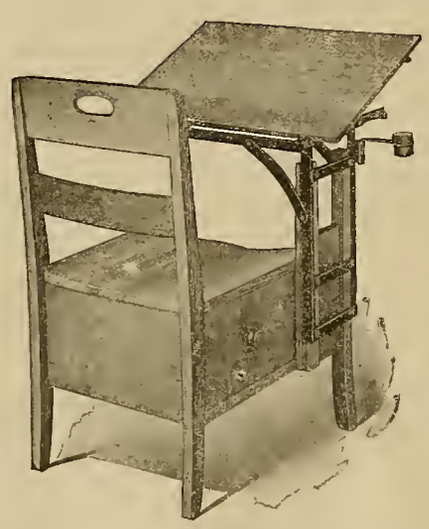

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THE
# WESTERN JOURNAL OF EDUCATION

Vol. XXI SAN FRANCISCO, OCTOBER, 1915 No. 10

MEETINGS

Bay Section the California Teachers' Association, A. J. Cloud, San Francisco.

National Educational Association will meet in Oakland in August 16-28, 1915. David Starr Jordan, President.

Northern California Teachers' Association, Paul Ward, President, Red Bluff, Cal.; Mrs. H. G. Rawlins, Williams, Secretary.

Central California Teachers' Association, Craig Cunningham, Madera, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, C. H. Covell, President, Redlands; J. O. Cross, Secretary, Los Angeles. Meeting for 1915 at San Diego.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Margaret E. Schallenberger, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, E. P. Clarke, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

## Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

### A Good Idea

The State Board has adopted Zaner's system of writing as the new text-book in penmanship. This will not be prepared for distribution this year, however—possibly next September. It will not be a series of copy books for the children to write in, as of yore, but will be a series of eight small books of copies, with accompanying teacher's manuals giving the author's ideas of the best methods of teaching them.

Mr. Zaner is from Columbus, Ohio, and he has a wide reputation in the nation as a skillful, practical and common-sense teacher of writing. I just have a letter from him offering to come to California for three or four weeks to talk to teachers' institutes, if his bare expenses are paid. He was here a few years ago and will be remembered by many as an interesting and striking speaker. His object seems to be to start his writing books out in this State in such a way that they will be successful and useful.

It seems to me that it would be a splendid idea for a number of counties to join hands in bringing out the author of the system we all must use for the next half dozen years, to explain and interpret it to the people who must use it, to forewarn them and forearm them against its troubles and difficulties.

### School Architecture

Speaking of institutes reminds me of another good thing. Charles H. Cheney is an ambitious young architect in the Crocker Building at San Francisco. He is the secretary of the California Conference on City Planning, and he it was who assisted us in preparing our last bulletin on School Architecture in California. He has prepared a large number of special slides illustrating schoolhouses and other social buildings, and a lecture or two to accompany them. I am sure he would interest and improve a teachers' institute. School building is always one of the most important matters that can engage the attention of teachers and other school officers.

### Legal Ruling by Telephone

Dear friends, I pray you, don't call us up by long-distance telephone and ask for a legal opinion or a formal ruling upon anything whatever. To you, it doubtless looks like the easiest thing in the world. You are yourself familiar with the point at issue and the law about it, because you have been thinking about it and reading about it. Well, they in the State office ought to be equally familiar and ready. Of course. Then to answer the question will only take half a minute and the whole thing's done. Certainly!

But hold on. How does it look from this end of the line? In the midst of some engrossing discussion or dispute with a visitor, or while the mind is earnestly intent upon some knotty question, the telephone jangles and a strange voice from north, south, east or west suddenly says: **"Our teacher says that we have to do so and so, according to Section 1617. Is that right?"** Or perhaps it asks: **"What is the meaning of subdivision 10 of Section 1857?"** We can't look it up or see it at all—we only hear half the question and cannot make the questioner fully grasp the answer. We are responsible for every syllable of the reply, for within a day or two it will be printed in a local paper or read at a school meeting or hurled in the teeth of the person it affects. Before we can intelligently answer, we need time; time to look carefully at the law, time to talk it over with each other, time to reflect upon the shades of meaning of the different words. Whenever we try to do it offhand, we are busy for the next month modifying and apologizing and amending our hasty and partially understood response.

When you need official legal advice, please use the telegraph or the mails, and never the telephone. Remember that the results by telephone are bound to be unsatisfactory in one way or another.

### California Retirement Salaries

During the N. E. A. I met many school people from all over the nation, superintendents, principals, teachers, and the like, of both low and high degree. A great number of them inquired with interest about our scheme for retirement salaries. When this was explained they nodded their heads and said, "Yes, yes, we have a plan very similar to that." Or, "We had a law like that in Halifax or Timbuctoo when I was there."

Then they would ask: "Well, now, what per cent of the salary, according to your scheme, are you able to pay? When you retire your teachers do they get any real money? And how much?"

When I said, "Yes, certainly they get money; every one in the State gets his full annuity on the nail, four times a year," they nearly fell off their chairs in astonishment. They couldn't believe it. They sat up alert and interested, and asked all sorts of curious questions. And when I added that we not only paid all retirement salaries as they fell due, but were accumulating a fund against the future, they looked at me suspiciously to see if I were joking. They thought it was too good to be true.

This happened so many times that I am constrained to believe that statistics don't do to depend on. A State that is

---

HELEN PECK SANBORN

By Harr Wagner

Helen Peck Sanborn was selected as President of the Women's Auxiliary Board of the Panama-Pacific International Exposition. It was a wise choice. The tremendous social obligations of the Exposition have been perplexing, commanding, and personal. A woman without tact, without refinement, without broad culture, no matter what force she possessed, would have failed. Mrs. Sanborn brought gentleness, refinement, tact, and a charming and forceful personality to the task. She has succeeded. The dinners, the luncheons, the afternoon teas, the receptions, have all been toned and timed to the sweetness and refinement of her character. Mrs. Potter Palmer of the Columbia Exposition of Chicago entertained lavishly and luxuriously, but at no exposition has the work of the woman stood out so prominently for the good of the eternal feminine as at the California Building of our own Exposition. Mrs. Sanborn in addition to her social duties as hostess to the whole world, took a deep interest in the Travelers' Aid. Thousands of young women who came to the Exposition were given the kindly help of the organization which she fostered.

Mrs. Phoebe Hearst in gentleness, kindness and helpfulness stood quietly by her side in the social service work of the Exposition, and gave to all a message of good will. The work of Mrs. Hearst will endure side by side with the monument to the "Pioneer Mother." She is enshrined in the hearts of her co-workers as a loving visualization of a woman with a vitalizing, generous spirit. And on the other side stood the vivacious, clever and charming Mrs. Gailard Stoney, with a great capacity for social service. Her wit and charm added brightness and gayety to the festivals of the Women's Auxiliary.

Helen Peck Sanborn was indeed fortunate in having a large number of accomplished assistants in her work. The serious illness of her husband, Mr. F. G. Sanborn, which resulted in his death, put sadness and pathos into her work. However, through all the strenuous weeks of the Exposition, Mrs. Sanborn has been divinely feminine. She gave a touch of art, a bit of song, the grace of hidden things, and the benediction of feminine sweetness and color to the Exposition. The flowers will wither, the buildings will crumble, the colors will fade, the exhibits that were, soon will be not, but all those who came within the circle of Mrs. Sanborn's gentle efficiency will preserve delightful memories of her exquisite social service.

heralded as having a splendid system of pensions for its teachers may be in reality a false alarm. It may have a system but no pensions, or pensions so attenuated as to be negligible, visible only through a microscope. Good old California is not so bad, brethren. Compare her accurately with any other in the galaxy if you want to see her charms expand.

**Free Books Outside School**

Every now and then some one tells of a family that lives so far away from the school that it cannot send the children, and asks whether or not the State will furnish them free books so that they can study by themselves or with their mother or in some other way.

To which it may be replied: "The constitution authorizes us to furnish free textbooks to all children attending the day and evening elementary schools of the State." Such books when distributed are under the control and direction of the local school authorities, the teachers, principals, superintendents and trustees. These officers account for them, care for them, and are responsible for them. If they find a deserving family within their school boundaries who need the use of some of their books, and choose to take the responsibility of loaning them for a time, account for them, I think they would have authority to do so. They could not be compelled, as they are under no obligation. Unless the case were very deserving and they had the books to spare and felt very sure of their ground, they naturally wouldn't do it. It rests within their own judgment and discretion.

# The School Teachers' Page

*Eliza D. Keith*

**Writing Compositions**

Again let us return to the consideration of an oft-considered subject.

So often complaint is heard that the high school students, or the university undergraduates do not know how to write English, and the grammar school teacher laments that so few in the class can write a good composition. Now, all the correcting of compositions by the most conscientious teacher in the world, will never make a good composition writer. Something more is necessary. Shall I venture to say what seems to be necessary? First, facility on the part of the pupil in writing fluid sentences—to write them at will, or at a moment's notice. Nor should children be told to write a sentence using a given word and let it go at that. Just as soon as children can talk on their own initiative, they may be directed as to the form in which they will frame their sentences. Even a little child can be trained by such directions as "Now, tell me something; ask a question; give an order, tell some one to do something for you, or try to persuade me to let you have some pleasure; show how pleased you are, or how surprised."

Even by such simple means, a child can be taught to vary the form in which he frames his thoughts or sets his words.

**Call Sentences by Their Names**

It is not for me to say how soon the distinguishing words should be used in connection with the various kinds of sentences. But I do know that in a third grade I have placed the words, declarative, interrogative, imperative, exclamatory, on the blackboard, and had them read and spelled every morning, and the definition given as a sort of litany of the schoolroom in this fashion:

There are four kinds of sentences, declarative, interrogative, imperative, exclamatory.

Declarative makes a statement.

Interrogative asks a question.

Imperative gives a command or a request.

Exclamatory shows surprise or sudden feeling.

Then to the board to write a set of sentences using the abbrevations. At first, of course, only the simplest effort can be expected as:

Decl. I see the sun.

Inter. Do I see the sun?

Imper. Let me see the sun.

Excl. How I see the sun!

Show the children that exclamatory sentences are apt to begin with either "how," or "what," and that the mere tacking on, or throwing in of an exclamation does not always make a true exclamatory sentence, as for instance, "Dear me! I have cut my finger."

Of course, that entire sentence may be used as an exclamation, but in grammatical form, it is a simple declarative sentence, preceded by an exclamation.

Constant practice in sentence making with a definite aim in view—to express thought in different forms, will be what the practicing of scales is to the musician.

**The Courteous Use of the Interrogative**

An excellent exercise to be used in conjunction with the sentence making is to show children how information often can be more courteously conveyed by means of a question than by a flat self-assertive statement. For instance, it is more courteous, especially when a junior is conversing with an elder, to let the information he seeks to impart come in the form of an interrogation, thus seeming to defer to the other's supposedly superior wisdom: "Is not California the leading gold producing state?" conveys the idea, and permits acquiescence instead of a crushed acceptance of another's authoritative dictum. It may be alleged that children cannot appreciate these distinctions which might properly be referred to rhetoric; but the children are quick to apprehend fine distinctions when such are clearly placed before them.

**Combine Sentence-Making With Spelling Lessons**

Another form of this sentence exercise can be combined with the study of the spelling lesson. While at the board, the children can use the words in the lesson in the set of sentences. The value of this form of sentence drill gains additional weight from the fact that in following the set form, the child receives equal drill in making all four kinds of sentences, whereas, if left to his own direction, he is very apt to run to some one style of sentence, to the exclusion of the others.

Still using the spelling lesson, the child can be told to write a little story using the words of the lesson as the basis of what he writes. It is surprising the results that materialize. I have been astonished at the rush and swing of some of the stories. True, often one can recognize the influence of the story book, or of the moving pictures, but that does not matter. It is not for originality we are seeking, but facility of expression. To attempt in this exercise to hamper a child by rules or regulations, to torture him by corrections in spelling, or of punctuation is more than cruelty to children; it is simply criminal ,in that it will stifle thought, and utterly slay free expression. Someone has well said that children are the only ones who ever think free untrammeled thoughts, or who ever make decisions affecting their conduction uninfluenced by the thought of what people will say.

Certainly in the matter of expression, of acquiring the composition-writing habit, what the child writes while he is composing, should be regarded simply as symbols to recall to himself for oral expression what was his thought as he wrote.

For the test of these sentences, and of these little stories, of what a child writes, or of what anyone writes is how it reads.

Let the child himself read his production to the class. Encourage him to throw himself into his reading, and give him the inspiration of an interested audience—his fellow pupils are closely listening; and the child will progress by leaps and bounds, in a way utterly unknown to the old method of composition writing and correcting.

**Correcting Compositions**

"What!" I hear someone exclaim, "Wouldn't you correct compositions, for mistakes in grammar, in construction, in spelling, in writing?"

Why, certainly, that is, some of them—those that are to be copied into the composition books; but not all of them. Every day should witness a composition exercise. After several have been read, the teacher should make some few, broad striking corrections. Never go too much into detail—remember the interest of the class has culminated in the reading of the story. It is a drag to pull the attention back to the mechanics of correct expression.

How then shall that kind of criticism be carried out?

Today the science of medicine seeks to prevent, so that it will not have to cure, so should the teacher of expression seek to prevent the commission of errors. That can be done by a drill that is frankly devoted to the mechanics of the wórk—to the arrangement of the paper—and the production of the body of the composition.

These may be termed:

**Composition Hints**

Every story should contain the time, place, people or actors, the action and the result.

1. Display title (in middle of line, on top space; space underneath, that is, "skip a line.")

2. Leave left hand margin (one inch). Don't crowd line and end, on right.

3. Indent paragraph (¶) about one-half inch.

4. Come back to left hand margin for each line, except for the beginning of a new paragraph. In other words, make each line flush with the margin.
5. SPELL correctly. (Use dictionary.)
6. Watch your capitals.
7. Write carefully.
8. Avoid contractions, except in conversation.
9. Avoid abbreviations or cut words.
10. Punctuate correctly.
11. Use quotation marks in the right places.
12. Don't scratch.
13. Cut out the extra "ands."
End one sentence.
Begin a new sentence.

By drilling upon these points, the child will acquire an idea of what constitutes a properly written story, or composition if we must use the term. More than that, he will be provided with the points of criticism which he should apply to his own work. The true idea of all education is to master certain methods that will teach us to acquire further knowledge and to know if our methods and our results are right or wrong. For this reason I do believe in early developing the habit of self-examination and self-criticism on the part of the child. Hence, he must be helped to acquire a standard of criticism and to my mind the foregoing is just what he needs.

### Real Proof Reading

As a means of marking his papers, I would lead the child to the big dictionary and show him the illustration that accompanies the definition of proof reading, for those marks there depicted are the symbols universally accepted for the correction of manuscripts and should early be mastered and used by master and pupil. I am sick of arbitrary methods that are but for the moment, and which must be discarded by the student as soon as he enters the real work-a-day world.

Too often do we hear it said in defense of some arbitrary, illogical or detached method—"Oh, well, it doesn't matter if the children don't understand it, they get results."

There is no royal road to learning, and the short cut of childhood to a result devoid of reason, logic or good sense, ends in a bog of uncertainty, indecision, and inefficiency in which later on too many of our children hopelessly flounder.

Line upon line, precept upon precept, should be the rule.

### Almost a Pocket Encyclopedia

When the great fire swept my belongings out of existence, it seemed to me that possibly my greatest individual loss was that of my books. It was idle to try to replace them. That was out of the question. But how I missed them, especially for reference, maybe imagined. Then there fell into my hands a copy of the Pupils' Outlines for Home Study in connection with school work, and in a measure I was consoled. These little pamphlets issued by the Jennings Publishing Company Box 17, Brooklyn, New York, average about thirty-two pages each, meet the demand for a brief summary of the important facts, and yet they are not too brief to give the student an intelligent knowledge of the subject, the facts are at hand, without its being necessary to wade through a lot of extraneous matter. Exact, reliable, compact, up-to-date, helpful, cheap, readily accesible, these pupils outlines are as a great help to the teacher in preparing to teach the lesson, as they are to the pupil in studying his facts. The outlines are excellent both in interest and in performance. I wish I could equip my pupils with them on every subject, for they are valuable aids to the earnest student.

Every teacher who's glad to know of what will help toward excellence in her profession, should send to Jennings Publishing Company, Box 17, Brooklyn, N. Y., for the literature on the subject of Pupils' Outlines.

### Technique of Play Writing

This is another book from the publishing house of the Home Correspondence School of Springfield, Mass., written by Charlton Andrews, with an introduction by J. Berg Esenwein. Price, $1.62. The author in his foreword utters these striking sentences, "Dramatic composition, like every other sort, must recognize Spencer's doctrine of the economy of attention. Stage dialogue, for instance, must be divested of the tautologies of real life."

"In the theater the appeal is primarily to the eye. A gesture, a facial expression, is often far more eloquent than much speech. Actions speak louder than words. Hence plays start well, that start with their essential conflicts visualized in action. The most telling dramatic action is that which takes place within the hearts and souls of men."

The glossary of terms used in playwriting covers several pages of fine type and will be found most enlightening to those who wish to study intelligently about the drama.

A glance at the table of contents will show how valuable an aid this book will be to the student of dramatic literature.

"The Play and Its Writer," "The Theme," "The Elements," "The Plot and Some of Its Fundamentals," "Outlining the Complications," "The Exposition," "Suspense and Surprise," "Climax and the Ending," "Devices and Conventions," "The Characters," "The Dialogue," "The One-Act Play"—these are some of the chapters.

This book should be in the library of every school where literature is studied.

### Some Choice Books for Children And for Supplemental Reading

From the press of Little, Brown and Company, Boston, Mass. These books invite the attention of parents who care to place before their children stories that will instruct as well as interest.

"Bunny Rabbit's Diary," by Mary Frances Blaisdell, and illustrated by George E. Kerr, is a charming little book in long primer for the child who is just beginning to know the joy of reading to himself. The delightful spirit of the illustrations, the beautiful colored frontispiece will win the heart of the child, while the story will carry him along in an exciting series of adventures as told by Bunny himself. The book is forty cents in price.

"Rivals for America," is by Francis Parkman, our great historian, or rather the book is composed of selections from Parkman's "France and England in North America," the selections being compiled by Louise S. Hasbrouck. The period covered ranges from the beginning of New France, 1488-1613, to the fall of Quebec, 1759, and the fall of Canada, 1755-1763. As the preface well says, "History is not a dull, dry-as-dust matter for young people who look at it with the eyes of Francis Parkman."

The chapter on Braddock's Defeat, 1755, should be read aloud wherever children are studying Colonial history. The book is plentifully supplied with notes. Sixty cents in price.

A companion book to Rivals from America is "Heroic Deeds of American Sailors," by Albert F. Blaisdell and Francis K. Ball, another of the Little, Brown and Company's publications that should be put in the hands of every American youth. It contains chapters on such subjects as "Old Ironsides," "The Destruction of the Gaspee," "Decatur Burns the Philadelphia," "Somers, the Schoolboy Captain," "Facing Death Under the Sea." To read these tales will make any boy proud that he is an American, and to know the reason why. The authors certainly have succeeded in their attempt "to set forth in some fullness of detail a number of dramatic and picturesque events to illustrate the perils and bravery of our heroes of the sea, in the hope of stimulating young people to further reading of maritime and other history."

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DEPARTMENT CONTRIBUTORS

News and Views.....Ford M. Sock
Ten Minutes for Recess.....Larry Doyle
From a School Room Window. Earl E. Hitchcock

## Editorial

### ADULT VS. CHILD EDUCATION

If provision is made for adult education at the expense of children, how is the efficiency of future generations to be conserved?

* * *

### OPEN VS. CLOSED TEACHERS' ORGANIZATIONS

We haven't much to fear from teachers' organizations that come out in the open and declare their plans and policies, as we have from secret organizations within systems that have for their aims the personal advancement and advantage of their members.

* * *

### CHECKERS OR CHESS, WHICH?

Are school activities a game of checkers, or a game of chess? Or are they a game at all? If checkers, then all the men are alike and the positions of equal importance. If chess, then who is king, who is queen, who are the knights, the bishops, the castles, and who are the pawns? If no game at all, why the clever moves? Why the knights jumping about upon the board to points of great advantage? Why the queen sweeping across the board? Why the bishops moving diagonally to better positions? And will "the old enemy in disguise" checkmate the king?

* * *

### PEDAGOGUES AND POLITICS

The question as to whether pedagogues should take part in politics depends upon the definitions of the two major terms. Does the term pedagogue apply only to the teacher in the classroom with her regular hours of service and her arduous duties with half a hundred children in her room, or to the official who sits in a mahogany chair in an office building with no prescribed hours of labor and meets his fellow-officials in secret conferences? Does the term politics refer to the activities of grade teachers to obtain more wholesome working conditions and better opportunities for the children they serve, or to the secret maneuvers of school officials who meet at out-of-the-way places, on school time, at the expense of the people ,and frame legislation to enlarge their already autocratic powers and make more secure their remunerative positions? It all depends on what you mean by pedagogues and politics.

* * *

### WOMEN WORKERS

September and October issues of the Los Angeles City Teachers' Club Bulletin are contributions to educational literature worthy of careful reading by all students of education. It would seem as though critics of teachers' organizations would be ashamed of their narrowness when they see the poise and dignity with which these good women express their educational ideals. Any school system, indeed any body politic, is fortunate to have as an integral working portion an organization whose motives are as wholesome as that expressed in the October issue: "School Teaching Is a Business. It is a giving of value for value. It is a handling of wares so fragile, so sensitive to every change of atmosphere and condition, and so precious in value that should he who embarks upon it take the risks too seriously, and fail to trust the saving hands which nature and time hold out to him, he would never have the courage to venture upon it."

* * *

### CONSTRUCTIVE CRITICISM AND EDUCATIONAL WELFARE

What do you mean by constructive criticism and educational welfare? Shall we stand idly by and see grandmas and grandpas being entertained with games and plays, and little children crowded into unseemly shacks, or attending schools in half-day sessions? Shall we close our eyes to special privilege and think only of the beautiful flowers around that high school building? Constructive criticism consists in seeing things as they really are, and working toward better conditions. Progress was never made by ignoring the fundamentals of everyday life. It was James Russell Lowell who said:

"We will speak out, we will be heard,
Though all earth's systems crack.
We will not bate a single word,
Nor take a letter back.
Let liars fear, let cowards shrink,
Let traitors turn away;
Whatever we have dared to think,
That dare we also say.
We speak the truth, and what care we
For hissing or for scorn,
While some faint gleaming we can see
Of freedom's coming morn!"

* * *

### WHOLESOME DISCUSSION

An extremely interesting and educational discussion is taking place in School and Home Education between John Dewey, W. C. Bagley, John T. McManis et al. The controversy arose over an acute criticism of Mr. Dewey's most recent book, "Schools of Tomorrow," by Mr. Bagley in the September issue of the above excellent educational journal. In the October issue Mr. Dewey comes back at his worthy critic with a vigorous reply, and Mr. Bagley defends his former criticism. John T. McManis comes forward with a criticism of both his fellow educators under the title, "Democracy and Individualism," in which he brings to task some of the statements and theories of both the other gentlemen. The whole discussion is marked with vigorous language and searching analysis, and since it involves the discussion of some fundamental educational theories, will without doubt prove a benefit to the cause of education. It is such frank, open discussions as these that will prove helpful to educational welfare. Neither of these three men seems to be afraid they will lose their positions by a frank expression of opinion. Neither does either of them intimate that they fear their reputations will be spoiled, or dissension engendered by being called to task by other co-laborers.

Let's throw off that mask of professional sensitiveness and let our educational theories be subjected to the sunlight of criticism, and let them abide or fade away by virtue of their own essential characteristics.

## News and Views

Inaugurating a plan for University Extension work with the downtown classrooms, twenty Los Angeles teachers have organized a class in "Municipal Problems" under Prof. Rockwell D. Hunt of the Emonomics Department of the University of Southern California, the meetings of the class being held in the Law School Building at First and Broadway. Other classes are being planned so that schoolman may do some of his university work downtown in a central location instead of going to the university farther out. The class is open to professional and business men as well as teachers, and dealing as it does with new phase of economic work, the class is becoming very popular.

Results of elections and petitions in suburban school districts have added over a dozen school districts to the Los Angeles city school system and have made it in point of size of territory the largest metropolitan school district in the country. In fact, there is only one or two districts reputed to be larger, each being a rural district and stretched out along some continental railroad in mountain states in order to have some taxable property.

The annexation of the San Fernando valley to the city to bring it under the Owens River Aqueduct system has added a string of school districts for thirty miles up the state; in addition the districts of Palms and Cienega entered upon petition, and the Florence district failed of annexation only through failure to receive the proper number of names on the petition.

In nearly every case school bonds had been voted for new buildings and the building built with a view to housing the comunities' children for several generations yet to come were under construction. One of the schools annexed, it is stated, has a pipe organ costing several thousand dollars and the principal's office is finished in mahogany.

In the proceedings of annexing the districts it was found that if brought up upon petition the city had no legal means of preventing the annexation even if it so desired. The bonded indebtedness of the annexed district is added to the city district's bonded indebtedness, and the city has to pay the pro rata. The practice of an outlying district bonding itself to the limit and building structures with no view of standardizing them with those of the district to which it is to be annexed, is a problem which must be considered.

## Ten Minutes for Recess

We wish to assure the public that we shall never publish any Ford jokes in this column.

E. J. Lickley, Supervisor of Compulsory Education and Evening Schools in Los Angeles, tells this one on a certain school official:

A lady was visiting an office for the purpose of securing work permits for two sons.

"How old is John?" asked the official, pointing to one of the boys.

"Fifteen," answered the mother.

"And how old is Jim?"

"He's fifteen, too. They are twins."

"Twins?" The official stared in surprise. "Both of them?"

---

You have undoubtedly noticed those signs they place near schools on city streets where automobiles pass frequently: "Slow Down to 15 Miles an Hour While Passing School." You have also, undoubtedly, noticed how carefully the motorists slow down. A liberal reward will be paid any person who can prove that a driver has ever been guilty of heeding such a sign.

---

Away with corporal punishment! Let us have it no longer. Let us change it to capital punishment!

---

Do you know that a policeman receives a much higher salary than most teachers? We should wax sarcastic over this, but we are silent as we remember that the police possess superior armament. There you are again. Preparedness!

---

Preparedness is the policy of the boy who puts shingles in his trousers when he expects the teacher to assume the offensive in the immediate future.

---

Miss Helen Wright was a penmanship teacher. She ran the following advertisement in a Los Angeles paper: "Do you wish to learn a perfect style of penmanship? If so, go to Helen Wright."

---

Education is a great benefit to man. When a man finishes a hard day with the pick and shovel, an education enables him to read the baseball scores and thus enjoy himself.

# From the School Window

Los Angeles
By a Los Angeles Schoolboy

Los Angeles is a wonderful city it has large theathers—big hotal. Los Angeles is in the Southern California. We have different kind of trees ornch trees apple trees plam trees in seement buckits and grape vines and all kind of other frute. We have good theathers the Orphame the Hipperdome and other five cents shoes and Charley Chaplan. Los Angeles is 16 mi from the ocean it has about 5000000 people they live in bumgalow houses. Differnt buisness is grocries cigar stands weeny stands junk shop hawk shop and jewlry markits. the street cars thats Red run far distance to Long Beech Pomno Cornona and Whats and Pasanedo. The yellow cars runs in the city. Its squar mi is 3880 in size.

The same boy gave the following forms for verbs:

Present tense.
shoot
dig
lose
spell
get
peddle
can
fit

Past tense.
shut
dag
loos
spil
gat
peddleying
cant
fat, fitten

In view of which no teacher should be discouraged!

## EDUCATION GUARANTEED

In the beginning education for the average child was void. It existed as a special privilege for the few. There was even a strongly fortified, if not a logical, judgment against education for the commonalty. It would make them restive, it was thought, and they were needed where they were.

Then came the "Little Red School House," and with it the theory that the school-room door should be open to all who might choose to enter.

But truants did not so elect; nor did selfish parents and grasping employers hesitate to keep the little children far from all hope of learning. Then was passed the first compulsory education act; and it has waxed mightier, and has multiplied ever since.

Still there are those who remain aloof, and the strong arm of the law, in its present shape, can do nothing; for the lingering ones are also aloof from bread and the wherewithal to continue living. Between bread and education: who is there who would hesitate to make a choice?

The "Little Red School House" we have, and its big brother; we have also the "Compulsory Education Law." What we now need is an enabling clause which will empower even the most insignificant child—if any is insignificant—to have an education equal to the average. Should the State not guarantee him this?

## SCHOOL MANAGEMENT, LIBERTY, AND LAW

Perhaps one of the most cherished ideals of our American political life is the theory that ours is a government by law rather than by persons. We hold that we are almost immune, on the one hand, from the dangerous encroachments of the tyrant, and on the other hand from the disintegrating presence of the weakling; from the chilling effect of the inhuman ruler, and from the relaxing warmth of the popular idol. The result is that our public affairs are free to pursue their undisturbed tenor as they should. All this is in consequence of our jealously guarded principle of respect for law and for liberty in conformity with law.

What of this principle when applied to the schools? To the teacher whose slender pedagogic strength evinces little life, the possibility of liberty under the law should hold forth steady lure. To the overzealous, emotional teacher, whose superabounding personality is her chief characteristic, the possibility of law over liberty should bear a hint of calm, a staying influence. Neither school management by drastic, deadening rule, nor school management by anarchistic, purely personal sway should have place.

At all times there may be observed teachers who are in mortal fear of breaking the canons of their profession, or of displeasing the powers above them; not realizing in themselves any measure of that self-insistence which is a necessity for successful work. There are also teachers who rush with almost hydrophobic pace from innovation to innovation, and whose most often quoted authority is I. These demoralize the school.

No wonder that the mean between the two extremes may be called both happy and golden; and, surely, school management, liberty, and law conjoined are pleasant to contemplate. It is also an ideal for all of us most difficult to attain, and yet "devoutly to be wished."

The Educational Department of the International Harvester Company of New Jersey, Chicago, Ill., loans charts, slides and films for express charges only, without any view to profit. This material affords self help. Anybody can use it. Circuits are now being formed to reduce express charges. Write for plans.

# Manuscripts Are Wanted

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publisb and distribute in California the following text-books:

Reading books for the third, fourth and fifth grades of the elementary schools.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board at his office, Room 706 Forum Building Sacramento, on or before December 6, 1915.

Bids for the sale or lease of such rights, enclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked: "Bids for Text-books in Reading," may be submitted on or before the hour of 4 o'clock P. M., of December 6, 1915.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the Board of Education at Sacramento.

STATE BOARD OF EDUCATION,
Sacramento, California.

EDWARD HYATT, Secretary.

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## TRUSTEES I HAVE MET

Supt. Mark Keppel, Los Angeles

(Mark Keppel is always interesting. As superintendent of Los Angeles county he is making a record that for the development of schools, equipment and efficiency is not surpassed anywhere in the United States. He has convictions on educational problems, and advocates them with a directness of statement that makes people either for or against them. He is a power. —Editor.)

My earliest recollection of a school trustee is the picture of a schoolhouse being repaired during school hours by two school trustees. One was a farmer worth perhaps fifty thousand dollars, and having fifteen to twenty men in his employ at that time. The other, a farmer worth perhaps a quarter of a million dollars, with fifty men in his employ, and both having their harvesting operations in full blast. Those two men left their private business for a whole day, and made necessary repairs to the public schoolhouse, without money and without price, and seemed to enjoy the experience.

Some years ago a vacancy occurred in one of the rural schools of this county, where teaching conditions had not been of the best. The board of trustees were plain people whose grasp of the science of education could not be expected to be very comprehensive. After a few days an insistent candidate was employed and put to work. The teacher lasted only two weeks. After her dismissal, one of the trustees came to the office and explained why the teacher had been dismissed. Said he, "She appeared to be a good woman and to have the interests of the school at heart, but she had no motherly sympathy with the children, and appeared not to understand modern methods of teaching." The remarks of the trustee impressed me with the folly of forming an estimate of anybody from outward appearance. That trustee understood the psychology of teaching as well as the author of any book on teaching.

I recall another case where a trustee came into the office and told me that the board were dismissing a man of lovable character. Said the trustee, "We are not satisfied with the condition in the school, and I know no better way to express our dissatisfaction than to say that the gentleman is a very poor housekeeper." I requested that he amplify his statement. He said, "The gentleman does not seem to know that order, and system, and cleanliness ought to mark the office of the principal, the hallways of the school, the schoolrooms themselves, and the yard connected with the schools." I insisted that perhaps the trouble was inefficiency upon the part of the janitor, but was informed that such was not the case; that the trouble was greater than any that came from inefficiency upon the part of the janitor; that it was characteristic of the man, that there was a general line of slovenliness running through everything he did, which general slovenliness was fatal to good school work.

Sometimes we hear complaints because women are preferred as principals rather than men. It has often seemed to me that the strongest argument in favor of a woman as principal is that women are naturally better housekeepers than men, and for that reason put into the school a magic something that many men are not able to give, a magic something that every school ought to possess, and that is the crowning glory of any home.

Once upon a time a teacher came into my office and told me that she had resigned her position. In giving the reasons, she complained that there was no fit boarding place in the district. "Why," she said, "I was compelled to board with the clerk's family, and, would you believe it, they had beans three times a day!" Then the teacher wept, and took her departure. Shortly afterward the clerk of the board came in. Said he, "Our teacher has left us and we are greatly disturbed on account of it; she was a splendid teacher and we did everything that we could to make life pleasant and agreeable for her. We put ourselves out; why, we even had beans three times a day!" Then he, too, almost wept and went away.

I recall an incident dealing with the proper care of public school buildings. On successive days I had visited two schoolhouses, in districts of about equal population and wealth. The one was "spick-and-span" from the roof to the yard; the other was clean from the tops of the desks to the floor, but everywhere else there had been a reversion to nature. In speaking to the clerk of the second district, I called his attention to the uncleanly condition of the schoolhouse and school grounds, and then, by way of example, said, "If you want to see how a schoolhouse and grounds ought to be kept, take a look at the schoolhouse at A." Instantly the clerk replied: "If our schoolhouse is not in the condition that it ought to be, we are glad to have you tell us about it, but we deny that you have any right to compare us with any other school district." Upon mature consideration, I believe his criticism was just.

One of our school districts was prepar-


## THE BAKING POWDER MAN

By G. H. C.

WE HAVE a man
IN BERKELEY town
WHO PEDDLES everything.
THIS YEAR he specialized
ON BAKING Powder brands.
HE FIRST sold Hall's
AND TOLD the housewives how
IT WAS the only kind
FOR MAKING Biscuits.
WE BOUGHT a can
AND FOUND it good
FOR NOTHING else
THAN MAKING biscuits.
WHEN NEXT this agent came
ALL WERE surprised to find
HE SOLD another brand.
'TWAS "SEE and use it" then
BY WORDS, and manner both
HE DID contend
IT WAS the very best
AND WOULD in time be used
BY EVERYONE.
WHEN WE recalled
THE THINGS he'd told
ABOUT THE Hall
HE SAID he only claimed
IT WOULD be good for biscuits,
AT LATER date
OUR DOOR bell rang
AND WHO stood there
BUT THIS same Baking Powder man
WITH STILL another brand
BUT YET the same
SEDUCTIVE SMILE
AND BRAZEN front
AND SILVER tongue
AND EVERYTHING
AND HE explained
THE KIND he'd hoped
TO PLACE in every home
HE'D FOUND no good
AND HAD to sell
BUT NOW he had "The goods"
IN "HEADLIGHT" brand.
IT HAD the merits all
OF EVERY make
AND NO defects.
IT TOOK less time
AND WORK and gas
AND MADE a better grade
AND EVERYTHING.
THEN TOO, he said
HE'D GIVE a can for trial
IF HE could quote us as
"CONSUMERS SATISFIED"
AND WHEN I heard this tale
I ASKED about the man
HIS SYSTEM, was
SO STRANGELY like
THE ONES I'D met
IN WORKING Method books
I COULD but wonder if
TO MEET his monthly bills
IT WAS some book man who
WAS WORKING Baking Powder
ON THE side.
YOU'VE HEARD his arguments
FROM THOSE who'd have you change
THE GORDON Method books
AND WELL we know
JUST WHAT you've said.
YOU GAVE, at first, your place
OF BIRTH as in Missouri.
AND THEN, again, you said
THE TEACHING had
BEEN REVOLUTIONIZED
SO GREATLY had
THE READING power grown
BY USE of Gordon
AND FURTHERMORE
WITH COUNTIES, forty-six
AND CITIES, twenty-eight
THAT USE these books
YOU THOUGHT your company good
IN CALIFORNIA.
IF YOU would still
IMPROVE YOUR Reading work
JUST GET the upper Gordon books
FROM D. C. Heath and Co.
565 Market Street
San Francisco

ing to build a schoolhouse, and had called an election for the purpose of voting bonds. The principal of the school was greatly interested in the undertaking and kept the board of trustees at fever heat in his impatience. One day the clerk of the board said to me, "If our principal could have had his way, he would have built the schoolhouse yesterday." There is a world of sensible philosophy in that comment of the trustee. There is altogether too much of a demand that things be done instantly. We need to take time to develop in the right way, and a school is fortunate which has for its governing body, men or women who know the value of time.

Recently I had an entertaining experience with two trustees. The first one came into the office and said, "We have hired Mr. X—— as principal of our school, and we have placed the responsibility of selecting a corps of teachers in his hands. We have told him that we expect him to select the teachers, and to make good, and if he doesn't make good we'll get somebody who can." That trustee had been gone not more than fifteen minutes when the second man appeared, and after a little conversation said, "I do not like the principal of our school; he is altogether too officious; he wants to dictate whom we shall employ as teachers. Now I say that is none of his business. We hired him and are paying him a good salary, and he has his work to do, but the hiring of teachers is a duty that belongs solely to the board, and as long as I'm a school trustee I'm going to see to it that I have my proper say in the matter of hiring teachers." Efficiency is the greatest word in the English language; but there can be no such thing as real efficiency unless it depends upon responsibility. The way to get a good school is to put the responsibility in the hands of one who knows how to conduct a school.

Last March our county board of education did away with the practice of examining pupils in the elementary schools for promotion and graduation. Shortly after this action had been taken, a trustee came into the office and expressed himself in regard to the matter. He said: "I have always been opposed to the system of examinations as given in the public schools. It has always seemed to me that examinations put a premium upon deceit and fraud, and that they press, with the heaviest and most crushing weight, upon those who are least able to bear the burden of the test. There isn't any reason why a strong capable pupil should be required to take an examination, and an examination for a weak and incapable pupil is merely a species of torture which serves to emphasize the weakness of the child. It seems to me that it is the duty of those who lead in education to encourage the weak rather than to discourage them. For that reason I wish to commend and to thank the Los Angeles county board of education for having had the courage to do away with those examinations."

Recently, while discussing the subject of schoolyards with a school trustee, I called his attention to the fact that in many of the districts of this county the trustees are securing sites of not less than five acres of ground. Said he: "When I went to school the lot was fifty by a hundred and fifty feet, and there were a hundred children in the school, and the lot was plenty big enough for us. I am heartily opposed to this policy of wasting the public money in the purchase of extravagantly large school grounds. Such large grounds simply serve to afford a good job for some janitor."

Shortly afterward another trustee came into the office and said: "We want to call a bond election in our district to get money to increase our school site. We have observed that a number of school districts have purchased sites of at least five acres, and we want to get a site of that size before land becomes so costly that we cannot do so. I have observed that there is a law which prohibits the keeping of more than a limited number of horses, or cattle, or sheep, or chickens, or cows upon a specified area of ground; and that the only place where there is no limitation upon the number of living beings that may be assembled upon a piece of ground is with respect to people. If crowding is bad for live stock, it is infinitely worse for children. Surely a man is worth more than a goat." After the trustee had departed, I held a little jubilee all by myself, and resolved to forget the folly of the first one.

Said a trustee to me: "We are not going to hire any more teachers who will not agree to board in the district. We want our money spent in our district." Only a little while after the speaker took his departure, another trustee came in and said: "We have decided to try a new plan this year with our teachers. We are going to let them board where they please. We are not going to interfere with their private affairs. The only thing that we are going to do is to insist that they shall be on hand early in the morning, and that they shall give their whole heart to the work of the school until the day's work is done. We think, if we give them more freedom in other lines, that they will bring to the work of the school a sincerity and a heartiness that would be lacking if we keep them in a species of subjection." I said to myself, "Thank God for this trustee! May his tribe increase."

Recently a trustee said to me, "I gave Johnnie Blank a permit to go from our district into an adjoining one, and the teacher gave me a fearful calling down for having done this." "Well," said I, "why did you do it?" Said he: "I found that Johnnie and the teacher were not getting along. There seemed to be personal antipathy between the two, and under the circumstances I thought it was best to let Johnnie go to another district where he would have a teacher with whom he would be in harmony. I did not want to spoil Johnnie's year, and I did not want to hamper or harass our splendid teacher." "Well," said I, "did your teacher finally see the matter as you saw it?" "No," said he, with a touch of sorrow in his voice, "she still thinks that the transfer of Johnny was a personal affront." And then the trustee added: "It is too bad that anyone should be so lacking in liberality of spirit that he cannot understand that it is impossible sometimes for two people to work together in harmony, and that it is really no reflection upon either one, but that the inharmony exists because of conditions that are natural rather than accidental." — Pennsylvania School Journal.


THE GOLDEN WEST

TO EVERYONE, the words "The Golden West" is descriptive of a certain part of our country, but to those that are natives there, or live there, these words sink deep into their hearts. We want everyone to know that the Dixon Company of Jersey City, N. J., make a pencil that is rich in quality, and have given it this name. It comes both in round and hexagon shapes, and has a beautiful golden tip with a red rubber eraser.

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## STATE PUBLICATION OF SCHOOL BOOKS

By John Franklin Brown, Ph.D. (Cornell)
(Formerly Professor in Education and Inspector of High Schools for the State University of Iowa; Professor of Secondary Education in Teachers College, Columbia University, summer session; editor of "Educational Books.")

We have received advance sheets of a bulletin on state publication. John Franklin Brown, the author, is well qualified to give the actual facts both from the educational and publisher's side. The extracts presented are of special interest in California, where the press has been filled with arguments in favor of state publication.

Dr. Brown, after a general argument in reference to state publication, makes the following interesting comment on California methods:

The arguments sometimes offered in favor of the plan of state publication of school books in California are very misleading. While Mr. Richardson was State Printer and a year before the time when he was elected State Treasurer, there appeared in his paper, the Berkeley Gazette, for October 6, 1913, an article in which it is claimed that by his efficient management of the state text-book business he had saved to the state from January 1, 1913, to October 1, 1913, the sum of $265,477.89. The following extract from this article contains the figures used in that argument:

"During the nine months from January first to October first, 1,231,681 school books were distributed from the California Printing Office. The table below shows the state's manufacturing cost plus royalty, as against the catalogue list price of the book companies to dealers:

| Name of book. | State's mfg. cost plus royalty. | Book company catalog price. |
|---|---|---|
| Primer | $ 7,972.35 | $ 17,007.68 |
| First Reader | 7,609.46 | 16,793.28 |
| Second Reader | 7,737.30 | 18,053.70 |
| Third Reader | 9,085.50 | 20,190.00 |
| Fourth Reader | 10,722.19 | 27,259.80 |
| Fifth Reader | 9,886.67 | 30,640.50 |
| Speller—One | 11,477.14 | 19,637.00 |
| Speller—Two | 8,836.70 | 19,637.10 |
| First Arithmetic | 10,983.87 | 22,613.85 |
| Advanced Arithmetic | 17,200.00 | 41,280.00 |
| New Lessons—One | 20,857.54 | 42,470.10 |
| New Lessons—Two | 17,657.25 | 42,377.40 |
| Introductory History | 10,385.86 | 20,431.20 |
| Brief History | 11,405.35 | 28,082.00 |
| Introductory Geography | 11,558.89 | 20,398.20 |
| Advanced Geography | 15,634.53 | 33,048.60 |
| Primer Hygiene | 8,466.34 | 19,920.80 |
| Civics | 10,717.50 | 26,793.75 |
| Total | $219,691.95 | $485,169.84 |
| Book Company Price | | $485,169.84 |
| State Printing Cost | | 219,691.95 |
| | | $265,477.89 |

This article is not merely misleading, it is so manifestly false in its import that at some points it looks like deliberate misrepresentation. Note the following necessary corrections:

1. The article gives as the cost of the books to the state under the plan of state publication, the manufacturing cost plus the royalty, that is, the price that the dealers pay for books on the cars at Sacramento. It compares these prices with the publisher's list prices, that is, the prices at which publishers agree to sell single books, whereas it is a well-known fact that publishers regularly give dealers or school boards a discount of 20 per cent. from list prices, and that in the case of a state adoption they grant a discount of 25 per cent. from list prices, and pay cost of delivery to the dealers. In this case the discount alone amounts to $121,292.46, and the item designated as the "Book company's price" should be reduced by that amount.

2. There is misrepresentation of the publisher's retail prices. The Fifth Reader should be listed at 60 cents instead of at 75 cents; the Advanced Geography at $1.00 instead of $1.30; the Writing books at 5 cents each instead of at 6 cents each. This correction makes a difference of 50 cents in the sum of the column.

3. The statement of the manufacturing cost takes no account of the investment in materials and in the printing plant, the interest on this investment, the depreciation of the plant, and the salaries of the State Printer and other officers. Every business man knows that these four items—investment, interest, depreciation and salaries—constitute a large part of the expense of a business.

4. The article takes no account of the fact that the mechanical make-up of the books printed by the State of California is very inferior in quality and that any publisher, if permitted to furnish such books to the state, would gladly reduce his prices very considerably.

We fail to find any ground whatever for the "belief" expressed in a bulletin issued by State Superintendent Edward Hyatt, in July, 1915, in which he says:

"We believe that the state is getting its service of text-books at a saving of at least 25 per cent, everything considered, over what it would cost if given to private publishers in the regular way."

Apparently this statement is based upon a comparison of the so-called "cost and selling prices at Sacramento" and the publisher's list prices of the same books. Taken by itself, this comparison is as misleading and fallacious in its import as the article in the Berkeley Gazette, previously discussed, except that apparently there is no misquotation of publisher's prices. Mr. Hyatt acknowledges, however, that "the comparison is not quite fair perhaps, in that some of the overhead expense, as the salaries of some managers and editors, and depreciation of plant, the loss by unsuccessful books is not included in reckoning California costs."

This is just the point at which the arguments of the supporters of state publication break down. They do not honestly take account of all the cost factors. It will certainly require a fuller, fairer and more convincing statement of figures and facts than that given in the Gazette article or in the State Superintendent's bulletin to commend state publication to the man who thinks. In the light of available facts and the testimony of prominent officials, the cost of state publication in California now stands condemned so far as expense is concerned.

Moreover, it should not be forgotten that the state is still paying, or rather losing, the interest on the $812,354 that it appropriated and lost between 1885 and 1913, and that for nearly thirty years it has done its school children the great injustice of requiring them to use text-books some of which were inferior in content, and all of which were very inferior in mechanical make-up.

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## INTERNATIONAL JURY AWARDS GOLD MEDAL OF HONOR TO GREGG PUBLISHING COMPANY.

The International Jury of Awards of the Panama-Pacific International Exposition has unanimously awarded the Gold Medal of Honor to the Gregg Publishing Company for the following publications: Gregg Shorthand, Rational Typewriting, Office Training for Stenographers, The Gregg Writer Magazine. These were the only publications in their respective classes so honored.

During the meeting of the National Education Association at the San Francisco fair, the announcement was also made that the Standard Commercial School at the Exposition, for use in which Gregg Shorthand and the other publications above named were exclusively adopted by the Exposition, was awarded the Grand Prize by the International Jury of Awards.

The educational products of the Gregg Publishing Company have thus received the indorsement of the highest jury of the largest exposition the world has ever seen. The merits upon which this recognition was based are the same as those which have determined the adoption of Gregg Shorthand and the other publications of the company by more than 60 per cent of the cities of the country in the high schools of which shorthand is offered, and also by more than 65 per cent of the private commercial schools.

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The following County Institutes were held at the Panama-Pacific International Exposition: Alameda, April 5-9, Aug. 16-28; Amador, April 5-10; Butte, Aug. 24-25; Colusa, Aug. 23-27; Contra Costa, April 5-9; El Dorado, Oct. 25-30; Humboldt, Aug. 16-18; Madera, April 5-7; Marin, April 5-9; Mariposa, Sept. 27-29; Mendocino, April 5-9; Merced, April 5-7; Monterey, Aug. 16-28; Napa, Aug. 23-28; Placer, April 5-9; Plumas, Oct. 11; San Benito, April 5-9; San Francisco, April 5-9; San Luis Obispo, Oct. 12-14; San Mateo, Sept. 27-29; Santa Barbara, Oct. 4-6; Santa Clara, April 5-9, Nov. 22-24; Santa Cruz, Aug. 16; Solano, Oct. 4-6; Sonoma, April 5-9; Stanislaus, April 5-9; Sutters, April 1-6; Tehama, Aug. 24-25; Yolo, Oct. 26-28; Yuba, Aug. 24. All the above meetings were held in the city of San Francisco except Santa Cruz and the second Alameda meeting. Other meetings: Marin County School Trustees, Sept. 18; San Mateo County School Trustees, Sept. 27.

The Educational Department of the International Harvester Company of New Jersey, Harvester Building, Chicago, is organized to help in educational work. They have prepared at considerable expense, stencils, booklets for supplementary reading, and plans for doing live school work, and will gladly send you sample material and information.

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MARIE L. De LOISELLE WYSE
Founder of the Women's Legal Protection League of America

## WOMEN'S LEGAL PROTECTIVE LEAGUE OF AMERICA

M. L. de Loiselle Wyse, whose delightful personality and interest in social and civic betterment has made her very popular with peple who are actively engaged in educational work.

In New York she was an active member of the Political Economy Club, a member of the Sorosis Club, and her husband, William Sumner Wyse, during his life, was for many years associated with Harper Brothers, the publishers. Judge Mrs. Edward W. Hatch and Judge Mrs. E. B. Hinsdale and Richard T. Green, of New York, are among her friends and admirers. A dinner given by her at the St. Francis recently in honor of Dr. Charles G. Pease, president of the Non-Smokers' League of America, with Edwin Markham as toastmaster, was a most charming affair. There were about one hundred guests present.

Mrs. Wyse has traveled extensively in Europe, and is well fitted for taking the initiative in the proposed movement to establish a Woman's Legal Protective League of America.

While plans have not been perfected, suggestions have been made that a charter be applied for from the State of California; that the executive offices be located either in San Francisco or Los Angeles, and charters be granted associations in the various cities of the country. The aim is to organize on as simple a plan as possible. Dues and fees are not to be burdensome. It is not the intention to make a campaign against unscrupulous lawyers, but against the system that permits estates and individuals from being the prey of legal confiscations.

To have on its approved list lawyers who will furnish legal advice to women, and whose character, integrity and ideals are such as referred to by Judge Dooling, an extract of whose address is made a part of this article. Mrs. Wyse, in speaking of the reason for a Protective League recently, said:

"The idea which first suggested a movement of this kind to my mind was prompted by reason of my unfortunate experience in legal complications, and the misunderstanding and unpleasantness which I suffered, respecting the payment of fees in legal matters in which I was interested. My desire is to be entirely unselfish in this movement; my whole purpose is to create an organization that will be conducted honestly, on wise, broad lines, economically, and for the sole purpose of giving to women a fair opportunity of obtaining their legal rights without long delays and unnecessary expenditure of time and money."

In every large community there are retired judges whose age and experience peculiarly fit them for services along the lines proposed for this organization.

Judge Maurice T. Dooling of the United States District Court, a few months ago, delivered an address before the Bar Association of San Francisco on "The Ethics of the Law," that should be read to every high school and university student in the land, as a lesson in high moral principles. He said, in part:

It is the duty of an attorney and counsellor, says the code:

1. To support the Constitution and laws of the United States and of this State.

2. To maintain the respect due to the courts of justice and judicial officers.

It seems to me that a prompt even though unwilling obedience to their lawful orders is particularly essential to the maintenance of the respect due to the courts of justice and judicial officers. And while I know nothing about the basic merits of a pending controversy, it is neither an edifying nor an encouraging spectacle to see a great city whose officers are themselves sworn to uphold the law, successfully evading, if not openly defying, the orders of our courts which would be enforced against a weaker litigant without difficulty, and without delay.

3. To counsel or maintain such actions, proceedings or defenses only as appeal legal and just, except the defense of a person charged with a public offense.

Now about this last provision there seems to be a great deal of unnecessary confusion. It is cited and relied upon by unscrupulous defenders of known criminals as authorizing the interposition of every sort of defense, false in fact or unsound in law, that perverted ingenuity can devise and impose upon a helpless court or a bewildered jury. But such construction is wholly without warrant. Founded upon that provision of the Constitution which guarantees to every one charged with crime the right to appear and defend in person and with counsel, it means no more than that no person accused shall be compelled to stand alone at the bar of justice, but that every such shall have the assistance of counsel to see that none of his rights are infringed, and that if convicted, he shall be convicted only in accordance with the requirements of the law. But no litigant, criminal or otherwise, is entitled to more than justice from any court, nor may any counsel with propriety either encourage him to expect, or assist him to obtain more. For no counsel is required, nor indeed is any counsel authorized under his oath to do more for his client in a court of justice than to bring out the truth in legal form—the provisions of the next subdivision to which I now call your attention being equally applicable to criminal as to civil proceedings.

4. To employ for the purpose of maintaining the causes confided to him, such means only as are consistent with truth, and never seek to mislead the judge or any judicial officer (among whom I may say are to be included jurors) by an artifice or false statement of fact or law;

5. To maintain inviolate the confidence and at every peril to himself to preserve the secrets of his client;

6. To abstrain from all offensive personality, and to advance no fact prejudicial to the honor or reputation of a party or witness unless required by the justice of the cause with which he is charged;

7. Not to encourage either the commencement or the continuance of an action or proceeding from any corrupt motive of passion or interest; and,

8. Never to reject for any consideration personal to himself the cause of the defenseless or the oppressed.

There, gentlemen, you have in brief the ethics of the profession. Can you find anywhere a purer code? Anywhere loftier standard? Whey then is it that, despite the high character and splendid fidelity of the great body of the bar, the legal profession has so frequently fallen into public disesteem? Solely because of the laxity of some of its members, and the absolute indifference with which such laxity is regarded by the others. It is our own fault. It is not so much because many offend, but because all seem indifferent. There is nothing finer upon earth than the morals of the officers of the American Navy. They are the guardians of their own honor, and hold it ever in a perfect keeping. So, too, do women judge with an unyielding severity the erring of their sex. And such severity is as necessary as it is wholesome. For as virtue is woman's chief adornment, the great instinct of self-preservation compels her to deal rigidly with those who have offended against it. And when the bawds of the law shall be as rigidly judged by the profession, and their status as irrevocably fixed without the pale of respectability; when the crooked lawyer shall be known for what he really is, and the quickened conscience of the bar shall require his immediate expulsion, then only will our great estate have come again into its own, and more will have been done to uphold the ethics of the profession than has ever been accomplished by any method yet devised by bench or bar or legislature. And this much at least we owe alike to the state and to ourselves. For the courts of justice should ever be the impregnable citadels of right. And we of the profession have been stationed by the state within the citadel, charged upon our oaths with its steadfast, constant and final defense. In this defense we should be equally alert in guarding against assault from without and against treachery within, and when any of our number shall be found to have violated his oath to defend the citadel, he should be thrust by the others without the walls, where he properly belongs, and where his will to injure the cause of justice shall at least not be aided by the advantage of position. In this manner alone can the profession be maintained in that place of honor which it could so easily hold. And I submit in all seriousness that it is exacting but little from any attorney to require of him that the oath which he has taken as a condition precedent to his right to practice law and which embraces in its terms the duties of his office clearly defined by statutory enactment, should be kept inviolate, and that failing the condition upon which alone this right was granted, the right itself should be immediately forfeited to the granting power. And to such forfeitures the profession itself might occasionally devote with profit some portion of its unoccupied time. But to secure the results that should be secured we must begin at the foundation and develop through the integrity of the individual a sensitive general conscience which will respect both legal and ethical obligations, not from policy, but from principle, and a profession which even though it may possess the faculty of amassing wealth, will also have the morality to disregard all considerations of advantage or disadvantage, and measure every action, every proceeding, every proposition by the unvarying standard of right. To the young men particularly who are here tonight, and before whom the star of hope still shines with an undimmed lustre, I therefore say with all the earnestness that is in me: Cling fast to your high ideals, for your country has need of them as she has need of you. Let no rough contact of the world deprive you of them, for the world has nothing to give you in return that can compensate you for their loss. Let not your vision be obscured, nor yourselves carried away by the growing and demoralizing tendency of the age to make the acquisition of wealth the only object of existence, and its lavish expenditure the surest symbol of success. Remember, always, that wealth however great or position however exalted is dearly bought at the price of honor and integrity, and that in all the vast scheme of nature there is no legitimate place provided for the faithless and dishonest man. And so remembering, the ethics of the bar will be for you an ever living principle; the honor of the bar will be to you a grave and sacred trust.

# The Western Journal of Education

HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

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324 Phelan Building, San Francisco, Cal.
Entered at San Francisco Post Office as second class matter.


## Editorial

Peace talk! Looking over the innumerable corpses in a state of decomposition on the battlefield of the Dardanelles, Col. Skean said to the committee of Turkish and English officers: "Look here, gentlemen, where civilization leads to. I would like to see the impression this would make on our diplomats, ministers and newspaper men."

* * *

Forward! Charge! Is the order of the State Board of Education with General Will C. Wood as the military chief. Arrangements have been made to emphasize military training in the high schools. We hope Alice L. Park, who is doing so much for humane education will, in a humane way, scalp the Board of Education, and put Will C. Wood in the detention camp for his military achievement. We await with impatience the schoolmaster who will place the brotherhood of man spirit above the war spirit. The object lesson of the rotting corpses on the battlefields of Europe will not be lost upon the young military students of high schools. If the State Board of Education is to establish and encourage the military spirit in the boys of our schools, why not also have experts appointed for prize fights, dog fights, cock fights? It is all great sport, if your mental angle is turned toward the joy of fighting. Might makes fight, but not necessarily right. The suspension of the ten commandments in time of war, according to the rules of diplomacy, is a terrible tragedy for all but the rulers of the people. The N. E. A. Association has expressed itself against the State Board of Education in the resolutions adopted in Oakland last August.

* * *

The Exposition that will soon close its gates is the people's school. Trustees, teachers, and pupils should make a final effort now to enjoy its beauties and marvel at its industrial display.

* * *

The blind man said, "I know that I was blind and that I now see." We may be blind, but this we know, the war in Europe is a senseless tragedy. The dead are dead, but the living suffer and will suffer continuously. And what's the use!

* * *

The public schools will have to change their brand of patriotism. Pull from their bloody pedestals the heroes of the past and elevate the men who do things. Hurrah for Edison! Hurrah for Burbank! Hurrah for Markham!

* * *

There has arrived the belated pedagogy of the farm. Forward to the soil is a philosophy with the smack of dirt in it. The vocational teacher is putting bread above ideas; making clothes of more importance than poetry, and making statuary ashamed of its uselessness. We await with patience the appearance of a new prophet that shall place the spirit of man as the greatest thing in the world, and bread and clothes but incidents in the affairs of life.

* * *

### The Survey?

We have the report of the Survey of the School System of Salt Lake City which was made under the direction of Elwood P. Cubberley. This survey, like all of those made by Professor Cubberley, covers in an accurate and systematic manner all the phases of educational work in a large city. It deals largely with the administrative side of education. Those interested in the methods of the teachers, the development of the individual child, the reorganization of the school system find little of value in this report. It offers suggestions for the betterment of the present system. That is all. In view of the fact that the present system has brought very little happiness, health or wisdom to the race, we had hoped that a survey by professional educators would show the way to eliminate evil, unhappiness, crime, jealousy, bigotry, envy, war, disease, and the little things that make modern culture a failure when it comes to the real joy of living.

## Education Notes

Dan H. White, superintendent of Solano county, held his institute at the Exposition, October 3, 5 and 6. The principal instructors were Edwin R. Snyder, Maynard Lee Baggsy, and Dr. David P. Barrows.

* * *

Dr. Ray Wilbur, now dean of Cooper Medical School affiliated with Stanford University, has been elected president of the university, vice Dr. J. C. Branner, resigned. Dr. Wilbur is a young man, not over forty years of age. His experience has been largely as a student and professor in the environment in which his work in future will be. He has a splendid opportunity to mold and work out his ideals for the university. Dr. Wilbur was one of Dr. O. P. Jenkins' first students, and received much of his inspiration in his classes.

* * *

The N. E. A. Bulletin for September contains an interesting account of the Oakland meeting. It contains on page 27 the contribution of Edward Hyatt, "One Minute Sketch of the N. E. A.," in the Western Journal of Education.

* * *

### Joaquin Miller Day

Joaquin Miller day at the Exposition will be on the poets' birthday, November 10. Festival Hall will be of special interest to the thousands of admirers of the genius and personality of Joaquin Miller. Short addresses will be made by John P. Irish, David Starr Jordan, Benjamin Ide Wheeler and Harr Wagner. George Wharton James will preside. Carlos Troyer with sixty pupils from Oakland will render "Columbus" set to music. Juanita Miller and her mother, Mrs. Miller, will be present.

* * *

David Lever, the genial and energetic manager of the Standard Commercial School in the Palace of Education, has initiated a movement to establish a modern school on the basis of the standard of efficiency shown at the Exposition. Mr. Lever has associated with him an experienced business-college man, Professor Knudsen, of Long Beach. Mr. Lever, as manager of the Sierra Educational News, as teacher in high schools in Montana, has always achieved success. The new Standard Commercial School is located at 126 Post street. It opened for business October 18, 1915.

* * *

Superintendent Roy Cloud held a notable institute at South San Francisco, September 27 to 29. John L. Dexter, of Mariposa county, joined him. Superintendent W. J. Cagney of San Benito was one of the principal speakers and gave a splendid talk to the school trustees. Otis Carrington furnished the music. D. T. Bateman gave a practical talk on illustration, ventilation. Eugene Nephaus gave a talk on "The Art of the Exposition," at the Palace of Education, to the visiting teachers. Harr Wagner acted as chairman of the School Trustees' Convention. Mrs. M. G. Hyatt, Deputy Superintendent of Public Instruction, was one of the principal speakers.

* * *

Superintendent Mrs. Donnelly, of Plumas county, held her institute with the World's Peace Convention at the Exposition. Anna Lena Gansner, of Quincy, and all the teachers of the county with few exceptions attended.

* * *

"The Sculpture and Murals of the Panama-Pacific International Exposition," by Stella G. S. Perry, published by The Wallgren Co., is the most attractive book on the sculpture of the Exposition. The reproductions are fine, and the descriptions are accurate, classic, definite, and a permanent contribution to the art of the Exposition.

* * *

"The City of Domes," by John D. Barry, of the Bulletin, is a beautiful book, published by John J. Newbegin. Mr. Barry is a fine writer and has a splendid point of view on art and beauty. He has, therefore, produced a book that is said by many to surpass anything published on the Exposition. Price, $1.50 net.

* * *

Miss Gladys Murphy and Miss Carrie Tessin, of the Napa High School, have won special honor for themselves and for the Napa High School, J. S. Denton, Principal. These two girls met all comers in debate and not only never lost a decision, but never failed to get a unanimous decision. They debated the question of government ownership of railroads, upholding the affirmative side against Oroville. They got a unanimous decision and four weeks later were assigned to the negative side of the same question by the Extension Division of the University of California in the championship debate with San Bernardino and got a unanimous decision on that side of the question.

Dr. Frederick Burk wrote an excellent article for the Bulletin advocating the preservation of the California Building for a new State Normal School building. The idea is an excellent one, and should have punch enough back of it to bring it to fruition.

* * *

The San Francisco Board of Education is giving publicity to the work of the California State Polytechnic School at San Luis Obispo. The Board is distributing bulletins of the school to all interested.

* * *

The High School Teachers' Association of California will meet at Fresno the week before December 25. Will C. Wood, High School Commissioner, is planning a splendid meeting. The most careful consideration will be given the program. The addresses will be limited to three in the morning and three in the afternoon, and one in the evening. This will be the first meeting under the new law providing for an institute of high school teachers.

* * *

Trinity county held its institute at Weaverville, September 28, 29 and 30. The lecturers were Don Carlos Ellis, Dr. Margaret Schallenberger, and Allison Ware. Superintendent Maud U. Schroter presided. Mrs. Lizzie Fox Gehm, a former superintendent of Trinity schools, assisted Miss Schroter in making the local arrangements successful.

* * *

Miss Eloise Thornton, of Los Angeles, has been appointed by the State Board of Education to visit the schools, and study ways and means for the prevention of tuberculosis. Cleanliness, fresh air and sunshine, good food and exercise are among the remedies offered.

* * *

Dr. A. A. D'Ancona, of the Board of Education, is advocating a school survey of San Francisco, under the direction of Dr. Claxton of the United States Bureau of Education. While school surveys have been used for selfish and political purposes, Dr. D'Ancona has the right idea, in having the survey of the San Francisco schools made upon a basis as free as possible from institutional, personal or financial pull. The teachers and principals have nothing to fear from an honest survey. We are satisfied that publicity will be given to the efficiency of the teaching force of San Francisco schools, and the criticism, if any, will be along constructive lines and for the betterment of school conditions.

* * *

Miss Katherine Coughlin sued the Green Valley School trustees of El Dorado county for seven months' salary. The trustees discharged her, but she refused to accept dismissal. Miss Coughlin has had trouble with trustees in Monterey county, a few years ago. Judge Arnot, of El Dorado county, ordered Miss Coughlin searched for firearms. There was plenty of excitement connected with the case.

* * *

The Oak Park Primary School, Sacramento, has an elaborate and attractive scheme for teachers' luncheons. There are fourteen teachers and two of them provide a luncheon for the day. They are equipped with everything needed for kitchen and table service. They make it a delightful hour conversationally. They buy such things as can be best purchased and make at home certain other things. The cooking teacher of that section of the city joins them usually, and her suggestions and directions add materially to the variety and attractiveness of the menu. The janitor's wife clears off the table and washes the dishes, thus relieving the teachers of that feature of the housekeeping.

* * *

The San Francisco teachers maintain a mutual aid society. Madam C. R. Pechin, president. During the year $3200 was paid out to sick or disabled teachers. There is $13,922 in the treasury.

* * *

We have received from the educational department of the International Harvester Company a number of useful pamphlets. If you are interested write to P. G. Holden, Harvester Building, Chicago, Ill., for the following pamphlets for use in your school. You can get them free. Pigs, Poultry, Garden, Fly Catechism, Moisture, Legumes.

The Southern Section of the California Teachers' Association will hold its session early in November in San Diego, in the Panama-California International Exposition.


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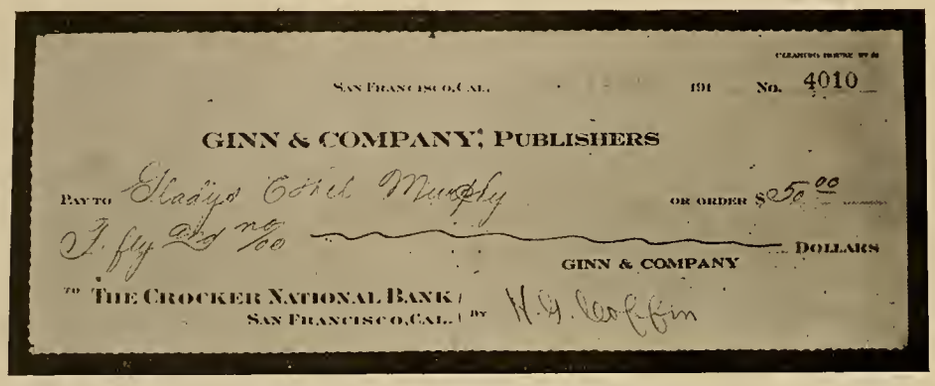
## GLADYS ETHEL MURPHY OF THE NAPA HIGH SCHOOL WINS GINN & CO. PRIZE OF FIFTY DOLLARS, FOR BEST ESSAY ON GINN & CO. EXHIBIT AT P. P. I. E.

It was Miss Murphy, who last year, with her partner, won the interscholastic debate conducted under the auspices of the University of California Extension Department.

There were a large number of high school pupils who visited the exhibit in the Palace of Education and made a careful study of the display. The judges, consisting of A. H. Chamberlain, Selden C. Smith, and Harr Wagner, gave careful consideration to all the contributions. These essays prove conclusively that there are many high school pupils who can write good English and who can express themselves intelligently on topics that require original presentation of the subject. The essay by Gladys Murphy of Napa was awarded the $50. In addition to its excellent English, this paper emphasized the lessons taught, as required by the announcement. Mr. Smith of the firm of Ginn & Co., made a pilgrimage to Napa on Tuesday, November 5, and presented Miss Murphy with the following check: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To The Crocker National Bank, San Francisco, Cal. By H. S. Coffin

The paper of Miss Dorothy Johnson, of the Girls' High School, San Francisco, is written in such vigorous English, and is such an accurate description of the exhibit, that we take pleasure in giving it publicity in the Journal.

The essay by Lucile Graham, of the Girls' High School, is a splendid tribute to Edwin Ginn, the founder of the publishing house, and it is so charmingly written that it is also published.

### EDUCATIONAL VALUE OF EXHIBIT OF GINN & COMPANY, P. P. I. E.

GLADYS ETHEL MURPHY

Napa High School

This is a wonderful age in which we live. We marvel at the achievement of man—that which has been wrought by the toil and genius and sacrifice of the race and brought together in this year, nineteen hundred and fifteen, that the world may bear witness to the progress of the ages. And in the whole scope of activities demonstrated at the Panama Exposition there is not an instance shown where the progress has been more marked or the influence of that progress as wide spread and beneficial as in the making of text books.. Here is the force that has blazed the trail of progress. "As a man thinketh—so is he." Education made attractive, vitalized and brought within reach of all is the secret of achievement. Such has been the work of America's educational publishers and in it the firm of Ginn & Company has held a leading, a conservative, an honorable part. Their exhibit in the Palace of Education is modest, but representative—lacking entirely the spirit of commercialism which would make it merely an advertisement of the firm, Ginn & Co.; it is an educational demonstration, an illustration and a revelation.

The collection of old books which opens to us "The portals of the past" is rare indeed. It is also valuable, bringing to us a just appreciation of literary treasures—the common heritage of all and a realization of their relation to modern educational development. It is a long step from the Horn-Book of the fifteenth century to the artistic, attractive Cyr's Primer of today. We have advanced very far beyond the period there represented and the intervening stages of development have been many. The Battle-Dore took the place of the Horn-Book; others followed in quick succession till we come to that first fantastic attempt in Phonetic Reading, the Phonetic Primer. Crude, indeed, were those first attempts, pitifully crude; yet each marked a slight advance over the one which preceded it. Thus they are mile stones along the highway of educational progress.

Of especial interest to us is that text book which the American feels is peculiarly his own, breathing as it does the very spirit of our Puritan forefathers, The New England Primer. We are proud of the age that is there represented; proud of its dauntless men whose lives were so greatly influenced by that stern volume; proud of the book itself as a memoir of those early days. But "The old order changeth," the days of the New England Primer as a text book are gone, and we have passed on to an age when the needs and capabilities of childhood are the dominating factors in the selection of material for our primers.

By the latter part of the nineteenth century we find a goodly number of text books being published which held much accurate instruction, but the probing of their dreary, unattractive depths could be nothing but drudgery to the vivacious young. American. They held nothing to attract or inspire. But again "The old order changeth." Ginn & Company's low, invitingly filled shelves contain modern books which secure and retain the interest. The average small boy opens his history with some reluctance but his attention is instantly caught and held by a picture of automobiles and airships. Thenceforth the history and the small boy are friends; and how much more we all accomplish along the lines which we enjoy.

Not only do we find illustrations which are interesting, and instructive but that which is a liberal education in itself, the reproduction of the world's greatest masterpieces in art. There is that element of the artistic which unconsciously influences and inspires; just as the charm and purity of literary style has an influence that will tell far more upon the lives of the students than the facts that are stated. There is so much which passes for literature in the world today that is sordid and commonplace that Young America sorely needs the study of the best lest she cultivate a taste for that which is not worthy the name. If the text books can but raise the standard of American literature and instill into those who will be the men and women of tomorrow a love for that which is purest and best then has it shaped the destiny of the nation. Education in itself is not an end but the means to an end. It is a tool for the moulding of character and such it is being made by the modern text books. The lesson as there set forth is not a mere school room hypothesis to be crammed in view of examination day and speedily forgotten by a fixing of ideals, a training of the mind to new depths of thought. It is indeed preparation for place in the great thronging world.

The evolution of this modern form of text book is a wonderful thing and to the uninitiated astonishingly complex. Our's is an age of specialization. The "Jack-of-All-Trades" is no longer a factor in the industrial world and least of all in the educational publishing concern. Today every detail of text book making is in the hands of men especially trained to give to that one part, however insignificant, the master's touch. Ginn & Company's text books are the product of the combined skill of many masters. Material of a kind may be easily

Gladys Ethel Murphy

obtained but to find that which is best from every standpoint; the author with the ability to vitalize his material, the illustrations which represent the highest type of art; such work requires tireless research. And when the material is secured the book is but launched. Through the hands of trained proof-readers to the expert who gives minute attention to mere manufacturing details—on through various stages it passes. The great Athenaeum press does its work and finally the book leaves the publishing house a finished product and about it there is that indescribble something which, making it infinitely more than a statement of facts, leaves its stamp upon the life. Who has not felt the uplifting influence of a strong personality? Such an influence breathes through the text book. Instinctively one feels the personal touch and finds its explanation in the organization of Ginn & Company.

Partnerships are neither common nor popular in modern industrial life. Our's is an age of giant corporations whose tendency is to submerge the individual, to standardize everything—even the product of the schools. Undoubtedly it is old fashioned and in contravention of modern economic theories to have the men who finance a great business concern those who are qualified by education and training to put into that business, not only money, but the best of themselves, but nevertheless it is the New England partnership that has given to the student the text book which in every detail reflects the personal touch of the modern educator. Such an organization has the ability to set up standards and maintain ideals likely to receive little consideration at the hands of an artificial body such as a corporation. And in the publishing world, as in every walk of life the influence of the ideal brings true success or failure. It is reflected in the smallest details of production. Two primers are shown in Ginn & Company's booth; one fresh from a state printing press and the other one of the firm's own books. Although almost identical in content and in general plan there is a subtle difference between the two. Here and there in the former the coloring of the illustrations fails to blend or is a trifle out of line—the letters are imperfect. Mere details of printing, it is true, yet they show a lack of that which the other book possesses—the element of reliability. The process of correcting maps is perhaps the best illustration. The need of correction in the case shown was not pressing. The map would have measured up to ordinary standards. But that was not enough. Time, labor and money were unstintingly spent that the finished product might measure up to the highest standard, and in this is the explanation of success and of progress.

To one who, for the first time is brought to realize all that the evolution of a text book entails there comes a broader, more appreciative view of the subject of education. It is indeed a fitting inscription to which the book that is shown in the making lies open, "America is but another word for opportunity." Here where the knowledge gleaned from the ages is gathered, vitalized by the individual touch and offered to the masses, is indeed opportunity—for all, for educational progress has meant not only better books but cheaper books which has enabled the reaching of ever increasing numbers. But in the demand for a reduction in price lies a grave danger. To sacrifice quality to price is poor economy. Yet to hold to the highest standards in the whirl of competition is not an easy task. There is a constant demand for cheaper text books; that demand is met by a supply expensive at any price. States have undertaken the work and in every case put out the type of book for which one pays dearly, for true cost can not be ascertained by considering the selling price except in its relation to quality. It is poor economy for the builder to lay a cheap foundation. And the cost of the best is astonishingly low in comparison to that of other types of reading matter and the luxuries in which we indulge. It is hardly pleasant to face the fact that the people of the United States are spending over twice as much yearly on chewing gum as on text books, or that the products of the candy kitchen call for more than eleven times as much money as that of the educational publishing concerns. There is food for serious thought here and in a comparison of the relative values of the text book and a few other types of reading matter.

The popular novel and magazines are examples. The cost of their production is much less, their selling price is equal to or exceeds that of the text book; yet while there is a constant demand for the latest novel complaints are continually made because text books are changed in the schools. One of the greatest lessons of this exhibit is that the whole fabric of educational progress is so interwoven with school and college text books that to hinder one is to impede the other. Text books have blazed the way for every past sten in the process of educational growth. America of tomorrow is in the making. The reflection of the present day attitude toward the text book will make or mar the future for as education is dealt with today so are the great social problems either solved or perpetuated. We are facing the problem of the immigrant. Its solution must be assimilation through education. The condition of our poorer classes cries for reform, yet lasting betterment can only come through the door of knowledge for "as a man thinketh * * * so he is." The spectre of war casting its grim shadows over the civilized world involves the problem of permanent peace. From the pages of literature its solution comes down to us:

"Were half the power that fills the world with terror,
Were half the wealth bestowed on camps and courts ;
Given to redeem the human mind from error,
There were no need for arsenals or forts."

Collectively as well as individually, "We build the ladder by which we rise." Never was the opportunity so great or so universal as today when the door of knowledge swings wide and as each opportunity is grasped it will become a round in the ladder of progress by which the world of tomorrow will rise above the plane of today.

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## A STUDY OF THE EDUCATIONAL DISPLAY OF GINN & COMPANY, P. P. I. E.

DOROTHY JOHNSON,
Girls' High School, San Francisco

The art of display so as to obtain the object desired, is a difficult one, but it has certainly been accomplished to its highest degree by the efforts of Ginn & Company in their educational exhibit, situated on Fifth street in the Palace of Education, at the Panama-Pacific International Exposition. Ginn & Company was founded by Edwin Ginn in 1867, and has now become one of the leading educational publishing companies in the United States. It has offices at Boston, New York, Chicago, San Francisco and London.

One of the most interesting exhibits offered by this company is the display of early school text books, ranging from the latter part of the eighteenth century to the present day. It clearly shows the astonishing progress made in the great science of instruction. Although the great number of exemplars of old text books is too large to mention, I state a few which attracted my particular attention. An English reader printed in 1823 and edited by Lindley Murray, probably the most celebrated grammarian of his time, is a book of about 200 pages and contains selections of poems, printed in the rather quaint type of that age.

Another most interesting and entertaining specimen exhibited is a spelling book, published for use in schools, by Noah Webster. As I closed the books my attention was attracted to the peculiar art of book binding employed at that time, for we find the covers made of thin sheets of wood, the durability of which, is considered rather doubtful, as hardly a single binding was free from breaks or cracks. This style of book binding, however, does not reflect upon the general method employed at that period, for the larger volumes, bound many years previous to that time are evidently of a superior workmanship, as their splendid condition of preservation proves. Two other objects, shown in a separate show case, but still pertaining to this subject are, "A New Guide to the English Tongue," by Thomas Dilworth, printed in 1798, and a map of Mexico and California of 1683. While writing on this subject I will mention the exhibit by this company showing the entire process of modern book binding from the cutting and assembling of the sheets to the final act of the exterior lettering of the volume. A machine showing views of the making of a text book, shows to the public the careful consideration given to each book published by Ginn & Company.

Of course, the exhibit of this great educational publishing company covers every branch of educational pursuit. We find not only interesting text books, but also most practical blank note books, specially designed for work in every particular branch of study such as geometry, geography, physics, manual training, fine arts, music and foreign languages, and in fact all other subjects to the teaching of which our schools are devoted.

Besides this great field of publication of books, Ginn & Company has compiled and exhibited by comparative models, some interesting information by statistical figures. The following table is particularly instructive:

| | |
|---|---|
| Spent annually in the United States for cigars and tobacco | $410,000,000 |
| For soft drinks | 325,000,000 |
| For candy | 135,000,000 |
| For chewing gum | 25,000,000 |
| For school books | 12,000,000 |

In other words of $907,000,000 spent annually $895,000,000 is practically wasted to satisfy the palate or fad, and $12,000,000 only to instruct the mind. What magnificent advance there would be in our civilization if these two figures could be reversed!

As a separate exhibit we now find a display of the modern art of printing, progressively from the original manuscript to the completed book. It must also be remembered that this firm of publishers is probably the only one in the United States that prints its books from hand-set type, using neither linotype nor any other apparatus for setting the type; this method being very much slower than by use of typesetting machines, has, however, this great advantage, that art and artistic results, evidently the first aim and consideration of this firm in the production of its publications, is better achieved thereby.

In the special display just mentioned we find first an original manuscript, then the typewritten copy, a specimen of type set by the compositor, then the various corrected proofs which sometimes exceed six or eight until a final satisfactory copy is obtained, and so on to the copper shell for the making of the electro-type plate. One is compelled to stop in admiration of this exhibit when carefully examining the exceptional amount of attention paid to the detail of this final step of producing the plate from which the pages are then printed. Such an illustration shows the thoroughness of this great educational publishing company in taking time and care to put a perfectly printed book before the public.

One can easily see from this careful preparation that the motto of this great company is quality first, irrespective of the cost to the publisher. Another illustration of the heavy cost in producing text books and other educational material of the first quality such as are offered by this firm, is shown by charts in their exhibit. These charts show the cost of producing novels and magazines as compared with text books, using samples for better illustrations. From this we learn that one valuable work, "Outlines of European History," cost over $10,000, this being about ten times as much as the amount required for the plates and illustrations of a modern novel.

It is self-evident that map accuracy, such as required by this company, must be a matter of constant care and expense. The many changes always taking place in the boundary lines of countries on account of war or treaty adjustments, or from any other cause, require the closest attention of experts in this line of work, in order to keep the geographies, histories, and maps up to the high standard as shown in the display by Ginn & Company.

A direct appeal is made to the development of the artistic sense, at the same time that other valuable information is being imparted, through beautiful picture illustrations contained in the many works put out by this firm. Only a few years ago it was impossible to produce the beautiful color plates such as are used now in connection with the regular printing, but any such illustration had to be made by hand in the books themselves. Such hand work, in the myriads of text books that are required today would not only be prohibitive in expense, but

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also absolutely impossible on account of the labor required. But modern science in illustrative art has developed perfectly accurate color plates in printing so that the work of the artist or illustrator can be transferred to it and used over and over again, thousands of times and without loss of time, as it is done along with the other printing. This puts the work of the best illustrators before every pupil in the schools, without any extra cost to them. That Ginn & Company consider this a most important branch of their book work ande are satisfied with only the best, is shown by a artial list of their noted illustrators, including Norman Irving Black, George Harding, Charles Copeland, Charles Livingston Bull, Edna F. Hart and Alice Beach Winter. With such services they are only assured of the best, but of a variety covering all branches of the art.

Finally in order that the special efforts put forth to secure the best in literature and art work for their productions may be assembled to the very best advantage, this company makes use of their own special printing plant. They do not use a plant devoted in part to the ordinary commercial printing. In their Athenaeum Press located at Cambridge, Mass., they have scientifically selected type, graded for the best results in text book production. Such type used with the same care in printing, as is shown in all the other departments leading up to this finishing process, results in a completed product as nearly perfect for the use that it is intended as the latest scientific development in this work will permit. It is easy to see that the publications of this company could be both assembled and printed at very much less expense were not "quality" the first consideration.

Before wending our way from the study of this attractive display we note the type exhibit has been awarded a gold medal of honor and that this medal was fairly and justly won must be evident to even the most casual observer.

It is not a large, heavy commercial display, but a refined, interesting and educational showing of high art, good judgment, experience and exceeding care required to produce educational supplies of the very best quality such as are offered by Ginn & Company for use in our schools.

## GINN AND COMPANY'S EXHIBIT AT THE P. P. I. E.

LUCILE GRAHAM

Girls' High School, San Francisco, June, 1915

Even a casual inspection of the exhibit of Ginn and Company at the San Francisco exposition will reveal the secret of the marvelous success which that company has attained in the publishing business. One glance and the attention is riveted. Nothing has been left undone which should have been done, and nothing has been done which should have been left undone. Perfection is the keynote.

When one sees the name Ginn and Company the mind does not stop there, but travels quite through the title of the company and sees the great working force behind it. True, the name has become concrete proof of the great work done, but the company is reduced in the final analysis to one man, or group of men.

The enormous influence which a single individual may exert upon the life of a nation is not appreciated by the average person. We often read, with pride, of great military heroes and with exceeding care trace the work they did, and overlook the quiet man of peace who has devoted the best years of his life to work which, in the end, exerts an infinitely greater influence on the people than did the military man.

Perhaps, in all the wars in which the United States has been engaged, no general, or other army man, has developed who had as great a hand in shaping the destinies of this country as has Edwin Ginn, distinctively a man of peace. In asserting this we are not unmindful of the good our great military leaders have accomplished. We are simply showing by contrast the splendid power for good the founder of Ginn and Company, the text-book publishers, exerted. True, his name has not been heralded abroad as the saviour of the United States, nor has Edwin Ginn, personally, become known to any great number of American families. But Edwin Ginn, the publisher, has penetrated more homes, in such manner that he could exert a splendid influence for good, than almost any other man.

In addition to having the books made beautiful, he insisted that the work should be substantial. He recognized that a child would unconsciously detect poor or shoddy work and resent it. A child would tear a book printed on light, cheap paper simply because it could be easily torn. The obvious thing to do was to print the book on good paper, and Mr. Ginn did it.

At that time it was customary to pass a book from the older members of a family to the younger, as the children progressed in their school work from year to year. This made it all the more necessary to have the work done well.

Mr. Ginn also realized that if illustrations were to be of any value to the children they should be real works of art. At the time he entered the publishing field the pictures were anything but artistic. A comparison of the books in use at that time, and the magnificent illustrations in the Ginn & Company books of today, will show that Mr. Ginn was eminently successful. The poorest child in the land may now have constantly before him a magnificent work of art in his ordinary text book. In the history books especially do we find this true. Illustrations may now be found there which formerly could not be seen outside the rich man's home. If some of the text books now being put out by Ginn & Company should, for any unforeseen cause, suddenly become unattainable the price offered by the public for these same books would at once become exorbitant. Older people may be prone to forget the value of them because they are so low in price, and at the same time so plentiful.

Someone has said that if the stars shone only once every hundred years the time of appearance would be carefully noted by astronomers, and old people would pray for strength to live until they had witnessed the marvelous sight. Many of us may overlook the beauty of the stars because they may be seen by simply glancing upward any night. This may apply with some force to other things than stars.

Ginn & Company have done more than their share to strengthen and beautify the text books for the school children of the United States. Let us not fall into the habit of taking it as a matter of course because the books are low in price.

The Company's exhibit at the Exposition is concrete evidence of the wonderful progress made in the printing and distribution of text books. Some of the first books used are placed side by side with the modern text books turned out by the splendid presses of Ginn & Company. In comparing the former with the latter we marvel that the children of the early days could make any progress. We are also doubly thankful that Edwin Ginn lived in our country before we became school children. We also trust that nothing may ever be done by our school authorities which may in any way hinder the school children in the slightest degree in having free and easy access to the splendid text books which Ginn & Company have placed within the reach of all.

Their exhibit at the Exposition shows, as does also their daily work everywhere, that they have used the very best minds available in preparing the subject matter for the text books, and the highest type of American workmanship in the mechanical execution.

Our parents may sometimes be tempted to complain at the amount of money they pay for the children's text books. Here again are Ginn & Company fortified at the Exposition. They show that the people of the United States pay annually almost thirty-five times as much for tobacco as they do for text books. Surely there is no just cause for complaint while this remains so.

While the people of the United States owe an everlasting debt of gratitude to Edwin Ginn for perfecting and cheapening the text books, and bringing them within easy reach of all, we must not overlook the splendid corps of assistants which he has called together, and which has been so great a factor in bringing about the final success. We of California should be especially thankful that he has entrusted the continuation of the good work on this coast to splendid hands.

## EDUCATION NOTES

The California Schoolmasters' Club held its quarterly meeting at the Inside Inn. James A. Barr presided. He arranged a program of unusual excellence. Mr. Maybeck, architect of the Fine Arts Building, spoke briefly of his work; John McLaren, the landscape gardener, of the floral effects; Commissioner Torchina of the Netherlands, of "The Brotherhood of Nations in Education"; Arthur Arlett, on State participation; Professor Basset, on the poetical expression of the Exposition; D. O. Lively on "Agriculture in Education," and John Newton Lynch on "The Vision of the Future." A toast was given to "The Preservation of the Fine Arts Building" by the two hundred schoolmasters present. Among the new members elected were Philip M. Fisher, Oakland Technical High School; Mr. Rice, Ginn & Co. representative; W. J. Savage of the Colma schools. Mr. Barr was given an ovation when reference was made to his work as Director of Congresses of the Exposition.

* * *

Mrs. Frances Effinger-Raymond, Pacific Coast manager of the Gregg Publishing Company, has been asked to take part on the general program of the National Commercial Teachers' Federation in Chicago, December 29. Mrs. Raymond will give talks on the organization and development of the high school exhibit under her supervision at the Palace of Education, P. P. I. E. She will present to the Federation the actual work done by the fifty students at that school.

## Book Notes

"Geometrical Drawing," by F. Schraidt, M.A., head of the department of drawing, Oakland High School, Oakland, Cal.; published by Whitaker & Ray-Wiggin Co., San Francisco. Price, 65 cents.

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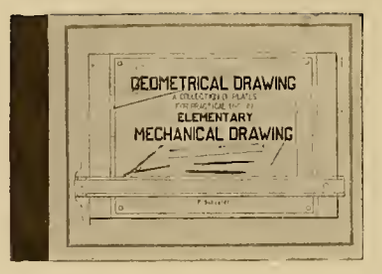


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and are to be reproduced after careful study and observation of given dimensions and explained construction.

The set of plates begins with easy work in parallel lines for T-square and triangles, and advances by proper and gradual process into geometrical problems, regular curves, such as the spiral, screw thread, etc., geometrical ornaments, designs for flat water colors, problems in simple mechanics, gothic designs, etc. The range of subjects is complete and thorough in every detail.

The list of drawing equipment, explanatory notes for the work and drawings, and a page of geometrical data, convenient in computing various dimensions for geometrical figures, render the work more easy of accomplishment for the pupil and are an aid to the teacher as well.

The author's practical work as mechanical draftsman in engineering offices for more than three years has provided him with valuable experience and enabled him to incorporate into the book all the scientific requirements demanded by the university as well as the practical needs of the vocation.

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Note.—The recent legislature enacted a law which requires Boards of Education, Trustees, etc., to give preference to books compiled within and printed and published in California. The law applies to the above book. Boards of Education should patronize home industry provided of course that the books have merit.

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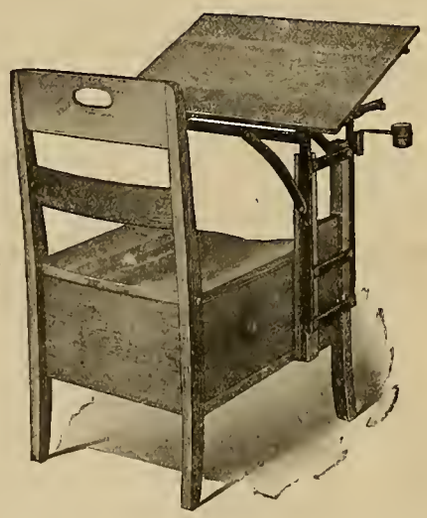

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THE
# WESTERN JOURNAL OF EDUCATION

Vol. XXI SAN FRANCISCO, NOVEMBER, 1915 No. 11

MEETINGS

Bay Section the California Teachers' Association, A. J. Cloud, San Francisco.

National Educational Association will meet in Oakland in August 16-28, 1915. David Starr Jordan, President.

Northern California Teachers' Association, Paul Ward, President, Red Bluff, Cal.; Mrs. H. G. Rawlins, Williams, Secretary.

Central California Teachers' Association, Craig Cunningham, Madera, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, C. H. Covell, President, Redlands; J. O. Cross, Secretary, Los Angeles. Meeting for 1915 at San Diego.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Margaret E. Schallenberger, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, E. P. Clarke, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

## Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

### School Visiting Again

Well, sir, during the past month it has seemed like good old times again. I've actually got away to visit some schools and institutes again and to breathe the air of the outside school field once more. It seems like Heaven. In the first place, I had a visit to the schools of Santa Clara County in company with the County Superintendent of Schools, Luther Parker and her that was Miss Schallenberger. We flew about like lightning all over the county in a fine Chalmers car, supplied by the superintendent.

The object of the trip was to observe some of the schools with foreign children for the benefit of Mr. Parker, who is writing a textbook on citizenship under the auspices of the new Immigration and Housing Commission of the State Board of Education. He was one of the California teachers who went to the Philippines a dozen years ago, and who has had a long and varied experience there in teaching American ideas to the Filipinos, little and big.

### The County Superintendent

Our guide, philosopher, and friend during the journey was D. T. Bateman, the long-time superintendent of Santa Clara County. He is a tall, heavy man, clean shaven, with a face of classic benevolence. He has very decided opinions on all matters and does not hesitate to express them vigorously, straight out, to all and sundry whenever he feels like it. He calls a spade a spade with refreshing and surprising distinctness, and no one has any occasion to doubt what kind of a spade it is he has in mind. His information, his side-lights, his breezy comments on the schools, the teachers, and the people as we passed along were illuminating and interesting. His greatest interest is ventilation, and he has read and worked and studied until he has become an expert in that subject. His favorite arrangement for a schoolhouse is a long bank of simplex windows that extend a foot below the level of the floor. When these are kept open, as they should be during school, the foul air that sinks to the floor is freely and copiously drained away, without drafts. At his office in San Jose, Mr. Bateman has built a model schoolhouse, with wax candles in various places to show the actual effects of different ventilating arrangements, for the benefit of visiting trustees and teachers.

### The Morning Start

We started out from San Jose after a brief morning call on the high school and the normal school, and drove to the Huyck and the Berryessa schools, which are in the Italian and Portuguese districts. These people make excellent American citizens, frugal, industrious, prosperous. They can live where a native American can not—they get hold of the land and they keep it, they expect little, they work hard, they are skillful orchardists and vineyardists and dairymen, they can do without luxuries. The chief basis of their prosperity over American competitors very often lies in their ability to get cheap labor. They send back to their home country and have their cousins come over, their cousins and friends and brothers and neighbors. These that follow are young and strong and ignorant of American ways. They work on the European scale to pay their passage money, and they work till they learn American ways. Very different this from the high-priced, fickle, and overbearing help upon which the competing American fruit-grower must depend to save and market his crop.

We went on to the Milpitas and Alviso schools, which are in the level land immediately bordering on the head of navigation in San Francisco Bay—a great place for small fruits and berries of all kinds.

### The Japanese Problem

At Alviso a novel condition appears. More than half the children are Japanese. It is a large school, with four teachers. The school grounds were full of children, big and little, and every other one was a Japanese. All were well dressed, neat and tidy. The big girls, bright ribbons in their jet black hair, walked about with arms around each other in the American schoolgirl style, and everything was serene. The teachers said while no trouble had ever occurred and the two races were entirely peaceable, that they did not form close friendships. The Japanese parents were engaged in growing berries.

It is a very striking fact that all these Japanese children at the close of the regular school day go across the street at once to the Japanese school, a private school conducted by Mr. and Mrs. Shinohara. Here they industriously work at their books until six o'clock at night. The attention of Edward Bok and others who are agitated over the fearful overwork of our public schools is respectfully directed to this matter. These Asiatic children are doing two or three more hours work per day—one-third to one-half more mental labor—than their American fellows. It does not seem to kill them or break them down. They and their parents seem to be putting up a fiercer competition in the game of life than the easy American can stand. Sternly they fit themselves for the fray.

### Some Splendid Schools

Next the Superintendent took us to several of the best and newest and most perfect schools in Santa Clara County—or in California—or on the continent!

Sunnyvale is a new building of sixteen rooms that cost $16,000. It is really Mr. Bateman's ideal of the efficient, well ventilated, moderate cost school. Its most striking feature is its auditorium, a beautiful room with a stage, the rear of which can be thrown open by sliding doors to the interior court, making a magnificent place, partly outdoors, 177 feet long and 60 feet wide! Wolfe was the architect.

The Santa Clara school was next, an elegant building, notable for its uniform system of overhead lighting, through flat windows in the ceiling. Its ventilators are all near the ceiling, affording a good opportunity for investigating the question of whether or not openings at the floor are necessary to good ventilation.

Next came the Hester School, a model for the whole State, of the large, expensive, and permanent structure, good for all time. It has twenty-four classrooms and is constructed of solid concrete, reinforced. Everyone interested in the latest and best construction of schoolhouses should visit the Hester School and study it. It has been described before in these columns, so I won't repeat.

By this time the shades of night were coming on, the schools were all closed, and we flew for the depot and the train that led to Sacramento.

### How Textbooks Are Selected

'Tis of general interest to know how the free textbooks are chosen and by whom.

The official choice is made and recorded by the seven members of the State Board of Education. But they in turn depend upon and hold responsible their expert assistants, the three commissioners and the superintendent. These investigate at length all proposed textbooks and report their findings and opinions to the Board, after several months of effort.

These experts have long and anxious meetings, consultations, and discussions about every book. They talk about them and ask about them as they go about among the schools and teachers of the State. They invite criticisms, kicks and counsels of every person in the State. Moreover, they engage a group of prac-

tical teachers who are actually at work in the schoolroom to study, try out, and compare the different books that are offered and to report their findings. These advisers, or readers as they are called, are paid for their work and their names are concealed as far as possible so that they may not be subject to importunities and annoyances beforehand or recriminations and remonstrances afterward. Their opinions always carry much weight.

It may be that there is a better way to select textbooks, but it has not been found as yet. You may always rest assured that no book is chosen without long and careful thought nor without what seems to be good and sufficient reason.

### Del Norte Institute

The regular institute of Del Norte county assembled at the county seat November 9, and was in session three days. It was an unusually earnest and enthusiastic gathering, and was skillfully managed by Superintendent Jas. M. Hamilton.

Mr. Hamilton is one of the most kindly and gentle of men, and everybody likes him. When he needs to convey an unpleasant fact, he can do it so deftly, so mildly, so kindly that you never find out that it is bitter till afterward—like a sugar coated pill. He should have been a dentist,—or perhaps a real estate agent. He could subtract a man from his tooth or from his dollars—without pain, and with such a kindly smile, such a benevolent expression, such an innocent manner, that one would be pleased and gratified and grateful.

### The Chief City

Crescent City, the county seat, is situated on a gently sloping tract of land almost on a level with the broad, crescent shaped beach. The long wharf is built out across the sands to deep water, for the benefit of the lumber vessels that ply up and down the coast. The harbor is so open that all vessels hold themselves ready at all times to leave at a minute's notice in case of storm. They escape by instant flight to the broad bosom of the deep, remaining out for days until the clouds roll by.

The chief industries of the county are dairying and lumbering. The equable climate and the wet, cool meadows with grass, all the year 'round make an ideal situation for milk cows. Every farmer has his string of cows and milk; cream and butter are staples.

### A Region of Forest

Some of the finest primeval redwood forests of the state are in this county. There is no place else where the main road passes through such magnificent woodlands, such deep, shady, shaggy, ferny, mossy dells, as between Eureka and Crescent City. 'Tis worth a special trip to see it. The road is picturesque and wonderful for a hundred miles along the ocean front, with lakes and the wild ocean, cliffs and canyons and redwood monarchs endlessly succeeding each other mile after mile. The longest stretch of the Corduroy road in the state is here, 3½ miles long, in the heart of the great forest. None of this lovely woodland, however, remains in the hands of the state or the nation. It is all carefully patented and belongs pretty generally to the big lumber firms of Eastern States, who got it at a tithe of its value and are holding it for fortunes in the future.

By all means, all you who can muster a Ford, go to see this splendid lordly woodland while ye may!

### An Encouraging Symptom

One of the most hopeful, most useful institutions of the county is the high school at Crescent City. Its principal is O. R. Hull, from the State University. He has five assistants, Miss Gladys Lyman, Miss Margaret Cramer, Miss Grace Gibson, Miss Gladys Wright and Mr. Earl Doxsee. The school distinctly stands for higher ideals, cleaner citizenship, better scholarship. It is ambitious, active, progressive. It is a force for better things, for a wider outlook. It seems to me that the University of California has done a most useful and helpful thing for the world when it sent out this clean, active, upward-minded young man with his helpers to push the young folks along in a distant community. The grammar school of Crescent City is an excellent institution, too, with Miss M. M. Akelan as its principal. It played a victorious game of basket ball against the high school while we were there, amid the plaudits of the multitude.

### Hospitable Townspeople

Never did we meet a more kindly, appreciative hospitable people than those of this town at the Oregon boundary. They greet you on the street as friends, they attend the institute, they are eager and kind in giving information, they show their improvements and tell their history and explain their prospects with characteristic California frankness and friendliness. On the last night of the institute, the auditorium overflowing with townspeople and after a long program, each outside institute instructor was called up and ceremoniously presented with a gift of remembrance. The master of ceremonies was a leading merchant, Mr. X. A. Phillips. Nowhere but in California would one meet such a graceful and pleasing attention.

I felt quite like a patriarch at the close of the institute. Although it was a county away in the extreme northwestern corner of the state, farthest away and most foreign to my former life and activities, and although I had not been there for eight years, 'twas wonderful how many threads of acquaintances were there, ready to be picked up again. For instance, John F. Childs, the superior judge of the county, who attended the institute frequently, was once a country school master in San Diego county when I was a country teacher in the adjoining district.

Richard Taylor, teaching a school at Smith River, was my host at Alturas a decade ago, when one of the dishes was boiled potatoes, or, rather, boiled potato, for it was so big that only one was cooked. It was as big as a man's head and so mealy and dry that it cracked wide open.

The wife of a leading citizen was Anna Mishler, who had been one of my young teachers in Riverside county—she invited all the instructors to a splendid dinner and introduced her two little girls.

Mrs. Laduron, one of the county teachers, had been a fellow superintendent with me, a dozen years ago.

Miss Akelan, Mr. O'Connor, Miss Childers and several other teachers were on duty at a former institute when I was in the county. A number of young matrons came to the institute and introduced themselves as teachers of the same period. Mr. T. J. Berry was a member of the legislature while I was in the state house.

'Twas decidedly not being a stranger in a strange land.

# The School Teachers' Page

*Eliza D. Keith*

### A Kindergarten of Crime.

"Yes," said a veteran school-teacher, with emphasis, "the great Exposition has been an education and an inspiration to many; but who will sum up the effect of its evil influences upon the young? Here we teachers are striving to prevent all marble-playing for keeps. We talk about dishonest business transactions where a man is not given an equivalent for his money, and then we take our children to the fair, and what do they see on every side?—Gambling and gambling devices. The Zone is alive with them. On every side, at every turn, even children are besought to take a chance to win a doll or a bear with electric eyes. There are fishponds and wheels of fortune, and chances and prizes and lucky numbers, and from five cents up the child can begin to gamble. Even in the main part of the fair—away from the Zone—the child is tempted to try his luck at the candy wheel, for the man with the gambler's outfit on a pushcart is roving about and pushing into every crowd. I am indignant," continued the veteran teacher, "at such opportunity for gambling—such corrupting of the young—and the hypocrisy of the newspapers and of the entire community. In one breath they are denouncing the lottery frauds—the owners, agents, peddlers, and victims of the monthly drawings. They make a great ado over the sale of tickets for a raffle, they arrest the proprietors of the suit club grafting parlors, and then they go wild over Exposition prizes offered to the ticket holders on San Francisco Day. There were great crowds thronging the buildings all that day. You could see a great concourse of people here and there, at every entrance or in the aisles of the buildings. And were they looking at the wonderful exhibits of the most wonderful fair that this world has ever known? Not at all; they were madly surging from pillar to post, from this building to that, looking at lists, studying, comparing their ticket tags with the lists of lucky numbers, peering into cases, and examining the tags on exhibits to see if their ticket had drawn a prize! A whole city full of people—over three hundred thousand people—inoculated with the virus of gambling, animated by the hope of getting something for nothing. Men, women and children at the great lottery drawing of the great Panama-Pacific International Exposition! It is a shame! No one can escape it. Even I was carried away by it, and I took a chance in a wheel of fortune—and I know it's wrong."

"You lost?" I hazarded.

"No, I didn't lose," replied the veteran school-teacher. "I won—and that's how I know the gambling mania is so seductive. It's against my principles, but I'd like to try my luck over again. What is to be done to prevent such contamination of ideals?"

All I could say was: "I don't know."

But when you come to think of it, the whole thing is just a little bit inconsistent, now isn't it?

**New States From Old Ones**

A project is on foot to form a new state west of the Rockies. Congress is to be memorialized to form out of eastern Washington counties, including Spokane and the panhandle district of Idaho, a new state, to be known as the State of Lincoln. What with the great Lincoln Highway across the continent, the Lincoln Memorial in Washington, and now a Lincoln state, our martyred President is not likely to be an unknown name even to those who do not read history.

**Teaching Children to Write Notes of Acknowledgment.**

The idea of teaching children to write "Thank you" notes being advanced as part of the education of children.

As an Eastern exchange says, in effect:

A feeling of thankfulness is such a delightful characteristic in a child that the writing of notes of acknowledgment can be made to foster this quality. The possession of a little writing desk, attractively furnished, and a low, comfortable chair is an incentive to letter-writing and will work wonders toward interesting the average child. Encourage the child to talk over what he wants to say, and help him to make notes.

**Teach a Child to Use the Dictionary.**

Above all things, give the child a dictionary and teach him to use it. Help him to find out how to spell a word by giving him, not only its first letter, but the next, and if need be, the next after that; but anyway, help him to find the word in the dictionary.

The value of the early acquisition of the dictionary habit can not be overestimated.

Children of today can use picture postals, which in themselves make up for any brevity of inscribed sentiment, and in the proper addressing, stamp-affixing, mailing and route-tracing by the child on the big map of the United States, we have the aid of unconscious educational effort that results in the permanent acquisition of real knowledge.

**Write Only on One Side of the Sheet.**

It seems impossible for some people to grasp the rudiments of business correspondence, even if we teachers do make an attempt to teach our children some of the underlying principles. Let us emphasize them again:

No letter or paper of any sort should go forth on its mission without bearing the name and address of the sender, and the full address of the person to whom it is addressed. All papers should be correctly dated. They should be properly spaced, generously margined, neatly folded and adequately enveloped.

Too often these details are overlooked, omitted, or bungled. Typewritten communications are now practically universal in business; but that is no reason why good penmanship should be despised or care and consideration be forgotten.

**Correct Form in Letter-Writing.**

An exchange says: "One of the clearest ways to show acquaintance with correct social usages is in the matter of letter-writing. The letter which is purely social is never written on a typewriter, any more than the business letter is written by hand; but all letters should be answered promptly, whether they are of a business or of a social nature. Invitations are accepted or declined as soon as possible after they are received."

**The Art of Purchasing.**

Some of the schools of the State of New York are instituting a course of instruction in the art of economically purchasing food supplies. Who really knows the art of purchase? Who knows how to purchase intelligently and economically? Reduction of high prices may not be the only way to cheapen the cost of living. Who knows how to buy so as to eliminate waste in every possible manner?

**Lessons by the Butcher.**

In some Eastern schools the instruction as to economical purchasing is made thoroughly practical by lessons given by the butcher on how to select cuts of meat. The meat, the butcher and the demonstration come before the class in the domestic science room. When our domestic science courses include these practical lessons, and also the making of a home-made fireless cooker by every girl in the class and the actual use of the cooker in the preparation of a meal, then a big stride will have been taken along the road to a lower cost of living.

**Economical Preparation of the Cheaper Cuts of Meat**

Have you ever noticed that advice as to using cheaper cuts of meat is silent as to the extra amount of gas necessary to make the cheaper cuts palatable or, to be more explicit, chew-able? Now the expense of prolonged baking or boiling is eliminated by the intelligent use of the fireless cooker.

Throughout the illiterate sections of the United States, demonstrators sent by the United States government are setting forth practical ways of preparing food in a nutritious and sanitary form.

Full directions for making home-made fireless cookers are given in the governmental bulletins, and people are being taught how to make a fireless cooker and how to use this modern revival of an old idea.

Why not have every boy in a manual training shop in our public schools make a fireless cooker for his mother?

**Practical Application of Domestic Science Training.**

Sometimes it seems as if those who planned the courses for manual training and domestic science utterly ignored the fact that a large proportion of the work of the world is using up odds and ends, of warming over the remnants of the last meal, and in patching, mending and turning garments, to say nothing of cutting down the cast-off clothing of the elder members of the family to meet the needs of the juniors. Now how many of our pupils know how to set in a patch, to make an artistic darn, to alter the boy's outgrown trouser legs into a pair of sleeves for his still wearable jacket whose sleeves have grown too short? Our children should be taught to deal with the shreds and patches of everyday life.

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# Southern California Section

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DEPARTMENT CONTRIBUTORS
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News and Views ..... Ford M. Jack
Ten Minutes for Recess ..... Larry Doyle
From a School Room Window. Earl E. Hitchcock

## Editorial

### SEX AND EDUCATION

Administrators and teachers generally will do well to read Emanuel Sternheim's article in the October issue of the "Educational Review" on the Sex Problem in Education. Mr. Sternheim indicates clearly the attitude to be taken, a plan to be followed and materials to be used.

* * *

### WIRT'S CO-ORDINATING SOCIAL AGENCY

That the school system can become the co-ordinating agency for the various social organizations of a large city is evidenced by the plan carried out at Gary, Indiana, under the supervision of Superintendent of Schools William A. Wirt. We are not well enough informed concerning the practical working out of such a plan to pass judgment, but certainly Mr. Wirt's idea that much greater benefit to children should come from the expenditure of school moneys; that greater provision for employing the leisure time of the children should be made; and that other social agencies should do their part in the education of children is a good one. Mr. Wirt seems to see so clearly his ideal and express it in so explicit terms that one is led to believe in a very general acceptance and practical operation of it.

* * *

### INSPIRATION A BOON TO TEACHERS

Teachers who heard Dr. J. H. Finley, Commissioner of Education of the State of New York, give his several addresses at the convention at San Diego, are unanimous that they were sources of inspiration to them. Particularly was this so of his address at the Baptist Church on "The Wisdom of Leisure," given Monday evening, November 8. His utilization of the story of Pippa and its direct application to teaching work was particularly appropriate to the occasion. He said "We should not be sorry for those who teach, but for those who do not enjoy teaching." He said we were emphasizing too much in our schools "How to earn rather than how to live." If there is one thing that teachers need and yearn for more than anything else, it is inspiration in the work they are doing, and Mr. Finley's address served admirably this purpose.

* * *

### EDUCATIONAL FORCE VS. RUBBER STAMPS

Mr. O. M. Plummer's speech at Spreckel's theatre on Monday afternoon, November 8, at San Diego, must have been a great disappointment to the serious-minded teachers of Southern California who attended that session. It is true that Mr. Plummer was cheered lustily several times, but one could not help feeling that the cheering came in response to the humorous and ridiculous in the situation rather than from any real merit in what the speaker said. Mr. Plummer's subject was "The School Board as an Educational Force," but before he was through one might well have changed the subject to "The School Board Member as a Rubber Stamp."

Mr. Plummer said at the beginning that his whole speech could be made in four words: "Support Your Administrative Officers," and that he felt that he ought to say that and sit down. So far as any real merit to the speech was concerned, it would have been well for him to have followed his own suggestion, for the rest of his speech was merely a "hodge-podge" of personal reminiscences, interesting only as such, but obviously permeated with insinuations concerning other boards of education and personal feeling for certain school officials whom it has been his pleasure to know and by virtue of this convention given assistance to.

Whether administrative officers should be supported, as Mr. Plummer knows, depends upon the kind of administration those officials are giving. Mr. Plummer evidently restricts the term administrative forces to the superintendent and his staff, and includes in those who should support them the boards of education, as well as the teaching force, forgetting seemingly that the boards of education are responsible by law for the expenditure of public moneys, and to the people who elect them as their representatives to look after the welfare of their children. He seems also to forget that the great mass of principals and teachers officially subordinate to the superintendent's staff have also consciences and educational ideals, and feel a sense of responsibility to the fathers and mothers of the children whom it is their blessed privilege to serve.

And so it all depends, Mr. Plummer, on a thousand and one things as to whether administrative forces should be supported, and you can't lump the whole thing off in four words, and then get out the whitewash brush and proceed to daub up an already highly colored situation.

And then to answer your question, why is a board of education, let us answer it by asking, why is a rubber stamp? According to your own argument, one is about as useless as the other in educational procedure. But certainly the law nor the people do not have such a narrow conception of the duties and responsibilities of such positions of social magnitude and public trust. And the people are keen to detect this narrowness, and refuse to elect to such positions men of the rubber stamp type. It will be a sad day for educational democracy (but there is no danger of it coming) when the authority, power and educational ideals of a single person determine the educational policies and facilities of our American children.

With all due respect to Mr. Plummer's seeming success as a raiser of cattle and hogs, we would use his own arguments as to employing educational experts to conduct the schools, and would suggest to program committees that teachers go to conventions to get new ideas and new inspirations, and that such can hardly be expected to come except from educational experts, or from men and women who have achieved unique distinctions in some particular line of human activity, and that even then in the latter case such persons confine their addresses and their appeals to the fields in which they have attained such distinction.

We do need boards of education, but not the rubber-stamp type. We need them big enough and broad enough to see the situation as a whole, and with strength and courage to stand for the welfare of children as against individuals, for a great cause as against personal ambitions.

* * *

### BLIGHT STRIKES EDUCATION BOARDS

Stronger in form and detail, but similar in tone to that of Mr. Plummer's speech noted above, was that of Reynold E. Blight of Los Angeles, Thursday morning, November 11, at Organ Pavilion, Exposition grounds, San Diego. Mr. Blight's subject was, "Wanted—A New Kind of Board of Education." His experience of four years on the Los Angeles Board of Education seems to have left him in a pessimistic state as to the present status of boards of education.

In the main, he said, there are but two kinds of boards of education, namely, those politically controlled and those he designated as business boards of education. He indicates his choice of these two in these words: "Education has little to fear from the grafter and the politically manipulated board of education, but very much to fear from the conservative business board of education. Education's greatest difficulty is economy, and her greatest foe the big taxpayer."

He then set out to define the ideal board of education by saying that it must have an educational vision, know its limitations, be democratic, and have a social vision. He quoted from "The Outlook" of New York of August 16, 1913, the following passage as indicating the functions of a board of education: "It should be the business of a board of education to administer the finances, to determine the kind of education the public needs, and to select experts to organize and administer that system of education." With all of which most educators can and do agree. The point of departure is in interpreting those functions as bearing on particular situations. Mr. Blight seemed to think that this passage argues for a one-man system of schools. He seems to forget that his experience on a board of education began with that conception paramount, but that in the four short years of his incumbency he saw conditions grow into such an embarrassing complexity that it required that there be elected a conservative business board of education—yes, a board composed of business men—yes, heavy taxpayers—yes, men (the women, of course, included) with an educational vision, men who know their limitations legally and professionally, men who have a social vision, a vision that sees justice for little children as well as privilege for foreigners; men who believe in democracy as against autocracy—to straighten out the tangle.

It is just this sort of balance-wheel that our educational interests demand. There must be a co-ordinating body between the taxpayers, the children, the teachers and the administrative forces, and if strong, educated, business and professional citizens aren't competent to fulfill that function, where then would Mr. Blight find the members for his ideal board of education?

* * *

## SECRET SESSIONS AND NARROW VISIONS

The paramount evil of administrative bodies is the secret executive sessions. City councils are elected by the people to conduct the people's business, yet it is a common practice for such bodies to resolve themselves into a secret session and bar newspaper reporters and even the taxpayers who elect them and foot the bills. It is a custom for boards of education to do the same. More contemptible and more dangerous to educational welfare, is the practice of committees elected by educational bodies as their representatives, holding their meetings in secret sessions. Has not the delegator the right to know what his delegate does? Does a committee become a sacred institution into which the creator of the institution dare not enter?

People who practice such policies usually want to carry out some personal ambition or to lend themselves to some plan their relation to which they do not want their constituency to know. The result is almost always a narrow-sighted policy, some crooked work or a distorted report.

An interesting example of this vicious practice took place at the San Diego convention of teachers recently held. A nominating committee of twenty-five was appointed early in the session to make its report on Friday afternoon, the last meeting of the convention. This committee held its meeting in the forenoon of the same day in the high school building. A teacher in attendance at the convention and representative of the "Western Journal of Education" desired to attend the meeting of the committee. He made several inquiries as to from whom to obtain permission, knowing the prevailing custom, but as the committee had not organized, there was no one to grant or refuse permission. The committee organized, electing J. E. Reynolds, superintendent of Ventura County, chairman. Mr. Reynolds forthwith stated he understood there were persons present who were not members of the committee, and so far as he was concerned he desired an executive session. The representative of the Journal graciously asked permission to remain as a spectator, but was asked to leave the room. This he did, of course, out of courtesy to the situation.

The report of the committee in the afternoon showed the result of such a narrow conception of professional trust. In the membership of the Association of some five thousand members, the women outnumber the men fully twenty to one, yet that committee did not name a single woman to become an official of that Association.

It remained for Superintendent Duncan McKinnon of San Diego to take the floor and call attention to the glaring inconsistency of the situation. Now the people on that committee are good people, every one of them; the men they nominated for office are good men, every one of them; the point is simply this: the desire for secrecy in delegated responsibilities always narrows the vision. Petty personal interests reveal themselves in the results rather than the interests of the larger group which the committee represents. We, as educators, above all people ought to shun secrecy, ought to keep out in the open in all our affairs. The executive session smacks of bargaining and corruption, and we ought to avoid it. It belittles the dignity of the participants and makes them less than what they might have been. Away with it!

* * *

## WISCONSIN EDUCATIONAL PHILOSOPHY

America is not only the melting-pot for the civilizations of the world, but it also seems destined to be the melting-pot of educational theories and practices. Just at the present time the big kettle seems to sit on the campus of the University of Wisconsin, with several distinguished men kindling the fire and stirring the educational mess. In the November issue of "Educational Review," Joseph Jastrow discusses the present University controversy with considerable vigor and analytic acumen. Interspersed in his analysis of facts and interpretations are bits of educational philosophy worthy of general acceptation. Without any attempt to classify them or give them proper setting, we quote a few of them, feeling that the truths they convey are so pertinent to the spirit of the time that they may well be set off by themselves and become real truisms:

"The pedagogue was originally a slave; some uncertain vestige of the dependence still attaches to his calling."

"The academic profession, if it hopes to avoid professional suicide, must demand and maintain its bill of rights."

"In the establishment of democracy, conflicts are inevitable between the several interests claiming a voice in the direction of affairs of educational as well as of other public interests."

"The plea of efficiency makes the plan of a centralization attractive; it sounds businesslike and economical. In the various forms in which it has been tried in other states, it has been found grievously wanting."

"The right of utterance—academic freedom—arouses a conscious loyalty, and its infringement a righteous indignation. Material power and demagogy stand in awe of this professional principle, yet in subdued form it is still on trial."

"The desire for large numbers and big plants, the quantitative standards of success, the insistent and short-sighted emphasis of results appraised by inappropriate standards have all entered to distort the educational perspective and widen the gap between practice and principle."

"American democracy is still struggling with the problem of wise leadership."

Note: It is interesting and slightly humorous to note that in this masterful discussion Mr. Jastrow begins such words as regents, professors, boards of education, state superintendent of schools, and the like, with small letters, and as consistently the word faculty with a capital F.

Where does he get the "Big Idea"?

# News and Views

With Miss Ida McCoid as principal, a 5-room building, the Milton Street School, will be opened in Whittier the first of the year. This will make four elementary schools, one in each section of the city. The Baily Street School will still be maintained for the advanced grammar grades. Prof. U. C. Durfee, formerly of Ontario High School, is in charge for his third year.

* * *

Hugh Gibson, Consul General of the United States at Brussels, whose name is so frequently mentioned in the European dispatches, is the son of Mrs. Frank A. Gibson, State Commissioner of Housing and Immigration. With Brand Whitlock, the American Ambassador to Belgium, his name stands out the most prominently of Americans connected with the European war.

* * *

The construction of "ukeleles" by the boys of the manual training classes of the Cornwell Evening School of Los Angeles, under the direction of John Bangerter, formerly of the Long Beach City Schools, is fast becoming one of the notable phases of manual work of Los Angeles' evening schools. The boys purchase the material and build the little musical instruments in their shop work. Mr. Bangerter is a graduate of the Polytechnic High School and graduated from the Santa Barbara Normal School, besides having several years of practical experience. He has planned for the evening classes the manufacture of cement rabbit troughs and other models of practical usefulness.

* * *

Giving one of the most delightful as well as one of the most interesting and timely sessions of the Association, the Los Angeles City Club at their luncheon on Wednesday of the Association at the U. S. Grant Hotel, were compelled to turn away nearly a hundred applicants for plates. The speakers were Kate Douglas Wiggin, the authoress, and Mrs. Russell J. Waters, member of the Los Angeles Board of Education. Mrs. Wiggin, reading at times from an unpublished manuscript, told of her opening the pioneer kindergarten in San Francisco over thirty-eight years ago. It was the one known to nearly everyone interested in school work as the home of "Patsy." Miss Blanche Vance, president of the club, presided.

* * *

Saturday classes in manual training, machine shop, domestic science, domestic art, home economics and physical education have been started in the extension work of the Los Angeles Normal School at its new site on Vermont Avenue. The classes in playgrounds, domestic science and home economics and manual training are practically filled to the number to which they were limited. Teachers, those who have watched the enrollment, say they are anticipating the demand that will be made that every teacher be a specialist and every special teacher a grade teacher as well. Special work having been put on its foundation and its place in the school course fixed, the regular teacher is preparing to carry it on.

With a membership of seventy-five schoolmen, the San Gabriel Valley Schoolmasters' Club was organized at Pomona last week. Teachers from Pomona, Lordsburg, San Dimas, Covina, Ontario, Chino and Uplands were on the list, which included members of the faculties of Pomona College, Lordsburg College, and the George Junior Republic at Chino. A constitution was adopted, officers elected, and a regular meeting date fixed. With the San Bernardino Valley and the Los Angeles Schoolmasters' Clubs, this organization will be a link in the chain of similar organizations extending throughout Southern California.

* * *

Under the leadership of William E. McGorray, principal of the Alvarado Parental School, the Schoolmasters' Baseball Team of Los Angeles will soon organize for their tenth season. This team, which is made up of principals and teachers in the Los Angeles city and county schools, many of them former college and playground men who have played in their younger days, plays a schedule which is planned to try out the different Southern California high school teams. Their record for the last season was marked with only one defeat and that by the University of Southern California Law School team. They met practically all the leading high school organizations. Among the reserve list of the organization are W. E. White, Principal Rowan Street School; C. E. White, Principal Fifty-second Street School; C. W. Harrison, Principal Boyle Heights Parental School; F. L. Doyle, Santa Fe Parental; A. H. Clayton, Vernon Avenue Parental; F. W. Daugherty, Custer Intermediate School; F. X. Goulet, Principal Sherman School; Thomas H. Davis, Lincoln High School; and Roy Porter, Principal Thirty-seventh Street School. Many other of the schoolmen interested in athletics have signified their intention of getting out their old uniforms and warming up when the team starts anew during the coming month.

* * *

Opening a department "Rural California," the "Los Angeles Express" and "Los Angeles Tribune" are devoting much of the space allotted to the development of school-children's home gardens. The department is edited by C. L. Schufeldt, formerly Supervising Principal of Schools at Redondo, who had charge of the school work in the county beautification plan of the 1915 Committee of Los Angeles City and County. The articles are attracting wide comment, and the Saturday issue of the "Express" and the Monday issue of the "Tribune" are looked forward to with deep interest. Mr. Herbert F. Clark, of "The Western Journal of Education," is contributing a series of articles upon the "History of the Citrus Industry."

At Chino, well known as one of the leading agricultural centers of Southern California, an interesting experiment in school agricultural work was inaugurated the first of the month. Seventeen pigs, each about three months old, were delivered to as many children in the grammar grades. The pupils will keep them at home and at the end of six months will return them, at the market price, to Mr. Earl Remington, a local stockman, who planned the contest. Prizes for the best hogs will be given by Mr. Remington, the Chamber of Commerce and others. Mr. C. G. Holter, Supervising Principal of the Chino Schools, will have charge of the experiment.

* * *

A. C. Shepard, of Jones Book Store, was among those renewing old acquaintance at the Association at San Diego. Mr. Shepard, formerly principal of the Duarte schools, has been connected with that firm for a number of years. Upon the retirement of F. D. Jones from the company, the firm reorganized with Mr. Shepard as president, C. C. Andrews as vice-president, and Miss Grace O. Tomlinson as secretary and treasurer. It is the intention of those in charge to maintain the business, as it has been in the past, a distinctive institution for school supplies in the South and Southwest.

* * *

Cement work under the direction of Mr. Charles Kunou is being developed into one of the features of manual training work of the Los Angeles City Schools. This Branch of the shop work, furnishing as it does all the elements of artistic design as well as the interest for a boy's manual activities, marks the widening of the sphere of the manual training work in the elementary grades. From the elementary problem of a mat, the course reaches up to garden benches and pedestals. The cost is infinitesimal, the value unlimited. How far the work may be developed under the direction of the men and women who are carrying out the course cannot be foreseen. Many of the models were on view at the City School Exhibition during the summer, and the working out of a problem is being shown in the Prize City School Film, "The Golden Ladder of Learning," now being presented over the country.


**DISSATISFIED**

By G. H. C.

EARLY IN November
THERE WAS an Institute
AT RENO
ALL OF THE TEACHERS
OF FIVE counties
WERE PRESENT.
YOU'VE BEEN hearing
A WHOLE lot
THROUGH LETTERS
AND ADVERTISEMENTS
AND PERSONAL interviews
AND EVERYTHING
ABOUT NEVADA
YOU'VE BEEN told
THAT AFTER eight years
IT HAD pulled up
THE GORDON Method
ROOT AND Branch
AND SET it
BEYOND THE State line
I TOOK advantage
OF THIS occasion
TO GO over
THE HIGH Sierras
JUST TO SEE
THE HOLE
AND EVERYTHING
THAT WAS left.
ON THE program
WAS A Star teacher
TO EXEMPLIFY
THE NEW Method
IT WAS splendid
AS A demonstration
OF THE genius, tact
AND RESOURCEFULNESS
OF THE teacher
BUT NOTHING more
EACH DEVICE, each story
AND EVERYTHING
WAS HER'S
THEY BELONGED
TO NO Method
THE SENTIMENT
OF THE Meeting
WAS ALL for Gordon.

THAT NIGHT
I HAD an interview
WITH A Superintendent
I ASKED
HOW THE teachers
LIKED THE change
OF READING Method.
"JUST AS our high school boy
LIKED THE change
OF HIS machine"
WAS HIS reply.
THEN HE told
HOW THE boy's father
HAD PRESENTED him
WITH A Pierce-Arrow, Eight.
THE LAD sprang
IMMEDIATELY
INTO POPULARITY
AND NOTORIETY
AND EVERYTHING
HE BECAME the idol
OF THE girls
THE ENVY of the fellows
AND THE terror
OF THE countryside
THE FATHER soon learned
LIKE PANDORA,
THAT HE had opened
A BOX of troubles
AFTER BUYING
A NEW laundry wagon
FOR A chinaman
AND SETTLING damages
FOR THE sudden demise
OF A Blooded bull dog
AND PAYING numerous fines
FOR SPEEDING
THE "OLD MAN'S" nerves
GAVE AWAY
A FEW DAYS later
THE BOY discovered
THAT HIS beloved Pierce
HAD BEEN replaced
BY A Tin Lizzie

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Recent additions to the teaching forces of Southern California schools contain the names of some of the most famed of the southern and northern colleges' athletic stars. Among the list can be found the following: "Tommy" Davis, last year's football captain at U. S. C., at Lincoln High and Cornwell Evening Schools; Fred Watkins of U. S. C. at Roemont Evening School; Lee and Len Livernash, of the same school, at Avenue Twenty-one Evening School; Fred Johnson at San Bernardino and Duffy Seay at Pasadena, both of Occidental; Art Lutz of Pomona at Redlands; Evans of California at Pomona; Hall of U. S. C. at Santa Ana; Hummel of U. S. C. at Santa Barbara; and Bettinger of U. S. C. in the offices of the Los Angeles Board of Education. The Eastern athletic man who for so long has had a monopoly on Western physical training positions, and who, it may be said, has filled the position with so much credit, is being furnished competition by former local college leaders.

* *. *

Mrs. Frank Gibson, in her introductory remarks on the subject, "A Message from Uncle Sam," at the session under the auspices of the California Federation of Women's Clubs at the Association, referred to Dr. Margaret Shallenberger McNaught, who followed her on the program and told of her "waiting at the church" for over twenty days while the arrival of the prospective bridegroom, John S. McNaught, of the editorial staff of the "New York World," was delayed because of the Culebra Cut slide at Panama. This was the first intimation to many of the southern teachers of the marriage of the popular Commissioner of Elementary Schools. The wedding took place at Mrs. McNaught's home near San Jose, October 31.

* * *

Making a short stop of four hours, the Liberty Bell drew seventy-five thousand Los Angeles county school-children to view its tour of the Los Angeles downtown streets on the 15th. It is now homeward bound.

* * *

Owing to the number of teachers on the waiting list from previous examinations, the Board of Education of Los Angeles city has decided not to hold the usual holiday examinations in December.

* * *

An innovation, at least locally, in school architecture, that is causing considerable comment among those who have made a study of the elementary school plant, is the location of several of the new Los Angeles grammar and intermediate school structures flush with the property line on the front of the building. The buildings, nearly all of them constructed of brick, have the appearance of office structures. Another reason for criticism, both adverse and favorable, is the size of some of the buildings. Additions to some of the old institutions have made them the largest of any elementary school buildings in the city. The result makes a problem in the conservation of playground and open-air space. There is a question also among elementary school people as to whether or not such large buildings do not make a unit entirely too great for really efficient work in grammar schools. Among such buildings are the Ann and the Macy Street schools.

## CALIFORNIA TEACHERS' ASSOCIATION.

### Southern Section at San Diego.

Planned to meet the program of seven thousand teachers intent upon seeing Tia Juana, the Panama-California Exposition and the scenic spots of the country surrounding San Diego. The California Teachers' Association, Southern Section, with the joint institutes of every county south of the Tehachapi, took place at San Diego Nov. 8-13. The speakers were William A. Wirt, Mrs. Josephine Corless Preston, Louise Brigham, Mrs. Frank A. Gibson, Dr. Edgar L. Hewitt, Mrs. O. Shepard Barnum, Dr. Edwin C. Snyder, W. C. Wood, Dr. Margaret Shallenberger McNaught, Dr. Jessica Peixotto, and H. J. Quayle. Florencio Constantino, J. H. McGroarty, Lillian Berkhardt Goldsmith and Dr. J. H. Stewart were also on the program.

The following officers of the Association were elected for 1915-16:

Dr. Albert E. Wilson, Los Angeles, President.

J. F. West, San Diego, First Vice-President.

E. H. McMath, Santa Ana, Second Vice-President.

Carleton A. Wheeler, Los Angeles, Financial Secretary.

F. J. Armstrong, Los Angeles, Transportation Secretary.

G. E. Hadley, Long Beach, Treasurer.

Jerome O. Cross, Pasadena, Recording Secretary.

G. E. Hadley, Long Beach, Treasurer.

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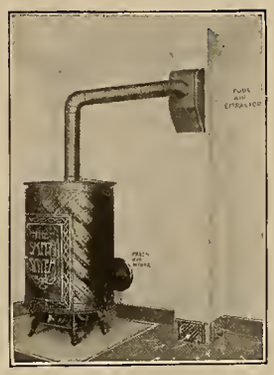

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SOUTHERN PACIFIC SUNSET OGDEN & SHASTA ROUTES

# Ten Minutes for Recess

We sent a special correspondent to attend the San Diego teachers' convention at his own expense. While in San Diego our correspondent interviewed Mr. Henry B. G. Wynde, superintendent of the schools at Jigton, 'Lasses county, Louisiana. Mr. Wynde's statement is given in full:

"I have always been a firm believer in education for children. Through long and careful observation I have found that the child is more likely to become educated in school than elsewhere.

"I believe that teachers' institutes are a great benefit to the lecturers."

---

**Our Editorial. (Anonymous.)**

(We are not responsible for any of our editorials. We reserve the right to change the policy of this column without previous notice. We are firm in our convictions, but we shall change if sufficient compensation is offered.)

This editorial concerns teachers. Teachers have heretofore been humble and unchampioned, meek and unrecognized. After the world has read this editorial all will be different.

Teachers are coming to be recognized as human beings. During the recent San Diego Highbrow Convention many men teachers even smoked cigars!

Teachers and preachers have always been expected to pose as examples for the youth of a community. Father might get drunk and mother might swear at the grocer, but the child would piously pattern himself after the minister or pedagogue. Utterly fallacious!

Rise, teachers! Bust them fetters!

---

It really was nice to spend a day at Tia Juana and have it count as a day at Institute.

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A day on the isthmus was both educative and destructive. Riding on the "Toad Stool" was especially destructive to clothes.

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If we had stayed another week, many teachers would have been forced to buy trunks to carry home loads of samples gathered from the many advertising booths at the Exposition.

# From the School Window

**Their Excellence.**

Now and again one sees aspersions upon our system of free text-books. Since people have different complexions, also different predilections at table, come from various climates, and are of diverse heights and ways of thinking, it is to be assumed that such aspersions must be.

One favorite method of attack seems to be on the advisability of having our text-books printed by the State. It is but natural that behind this particular kind of offensive we should find, among others, agents of private publishers. Naturally enough, too, it appears to many who do not indulge in this sort of attack, that there is a certain untrustworthy speciousness in it. To the man who has five children in school, and whose oldest child is forced out at an undue age because of a sudden demand for the expenditure on the family's part of five dollars for new text-books, the plea of the private publisher, or of the expert who urges the superior advantages of Smythe over Smith in text-book structure, has little weight. He wonders instead if our free education is free; and he fails to see why buildings, playgrounds, and garden tools are furnished at public expense, while books are not.

It is as easy to adjust oneself to a condition of pessimism as it is to settle down to the calm enjoyment of a chronic fog; but lest we do so, let us hasten to felicitate ourselves upon our possessions; and among them, shining bright, the fact of free text-books. Whatever faults may be attributed to them, it is their supreme excellence that they are free; or, modifying the statement of their excellence more nearly to the truth, that they are free at least in the grammar grades.

---

**Professional or Underling?**

The question of loyalty is always with the teacher; but loyalty to what and to whom?

The easy statement, "You are disloyal," is often bruited about, and for many different reasons. In the minds of some, it is a high-minded accusation: in the motives of others, it is the whip to hold subordinates in line.

Some school officials, because they have recommended certain teachers for appointment under them, claim a first mortgage on such teachers' motives and actions. They claim it by reason of the favor they have bestowed.

It is easy to conceive that a certain amount of discipline and concertedness in work must obtain among any body of laborers in a given region of endeavor if proper results are to be had. But this principle is open to abuse. Beyond a certain point the right of one official to the arbitrary control of another is transcended.

The crux of the matter seems to be the question whether a teacher is a mere underling, working for hire and irresponsible save to the one who recommended him to his place; or whether he is a member of a profession; with a professional education, and with all a professional man's obligations to his clients, the public, and to the children of the public. Is he a clerk or a teacher?

Suppose a school official should say to a teacher under him: "You are disloyal. You hold your place by my recommendation, and I expect different conduct from you."

There is a possibility that the teacher might reply: "It is true that you have recommended me to my position. You did this because the public service of education had a need which I was supposedly fitted to supply. If so, you deserve nothing beyond credit for having done your duty. If possibly, however, you recommended me for other reasons, then perhaps you are dishonest, and I should have known the facts in advance. My first obligation is to the public, whose children I teach, and who pay the bills. Loyalty to the public may mean disloyalty to you, in your eyes. But I must measure up to my ideal of efficiency; and I should remain or be dismissed by the rule of efficiency only."

Or suppose the official should point out to his subordinate as follows: "You are in constant danger of making serious mistakes in your work. What do you think should be done about it?"

And the subordinate this time might reply: "According to the idea that I should be loyal to you personally, I should do nothing about it. Should I chance upon things that are amiss, and which forebode disaster to the public weal and to ourselves, I should put them out of mind. It is not my business. You will not be able to slip from under, by charging an underling with responsibility for mistakes. You, my patron, must bear the brunt. On the other hand, if I must be responsible, if I must accept the consequences of my acts and must answer directly to the public, then it follows that I must be loyal to the public rather than to you. After trying my best to right conditions which I see to be wrong, and for which I might have to answer, it becomes my duty to apprise the public of all I see. Is this disloyalty to you? Then so be it."

True, it may be pointed out that teachers are paid on salary. The method of their remuneration is not one of fees, as in other professions. Are they therefore clerks? If so, teachers have been grossly misled and flattered.


## Manuscripts Are Wanted

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following text-books:

Reading books for the third, fourth and fifth grades of the elementary schools.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board at his office, Room 706 Forum Building Sacramento, on or before December 6, 1915.

Bids for the sale or lease of such rights, enclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked: "Bids for Text-books in Reading," may be submitted on or before the hour of 4 o'clock P. M., of December 6, 1915.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the Board of Education at Sacramento.

STATE BOARD OF EDUCATION,
Sacramento, California.

EDWARD HYATT, Secretary.

## THE PALMER METHOD OF BUSINESS WRITING

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Our NORMAL COURSE BY CORRESPONDENCE is FREE to teachers whose pupils are supplied with individual copies of Writing Lessons for Primary Grades, wholesale price 10c, single copies, postpaid 20c; or of The Palmer Method of Business Writing, for the third grade and up, wholesale 16c, single copies postpaid, 25c; to teachers, 20c. Otherwise, the fee for this course is $10.00.

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### A Series of Books with Many New Features for the Backward and Subnormal Child.

A very strong demand for books pedagogically suited to backward and subnormal children, is the result of the attention given to the subject of the subnormal child and its development in recent years. Study and investigation by the school authorities has proven that the children who create the subject of the so-called "Subnormal Child" are justly entitled to consideration, and that it is fair to neither such children nor to society that they be allowed to drift behind, until they naturally drop out, unprepared for the battle of life even to that extent for which a little study and attention would prepare them.

While recent years have given considerable effort to the study of the subnormal, comparatively few efforts have so far been brought out offering concrete and immediate remedy even of a slight degree. It was recognized that such backward and subnormal children must be taught and educated as much as possible, and make them of the utmost possible value to the community, but the ordinary methods of teaching will not accomplish the trick, and the pedagogy applicable to the normal child must be modified or changed entirely to fit the new case. We have an abundance of texts for the normal child, all of more or less value, but of books suited for the instruction of subnormal children, there is a comparative dearth. The usual books of the grades are for most of these children worthless, and books of a nature suitable must be found.

#### A New Series of Books

"The Hicks Series for Atypical Children" by Vinnie C. Hicks, which have just been published by the Milton Bradley Company, 20 Second street, San Francisco, is a most welcome product in a comparatively barren field. Mrs. Hicks' long experience with atypical children in the special classes of Oakland, makes her eminently qualified to write this series of books, which have already received the attention of some of the educators of the state.

The material required as a text for these backward and subnormal children, is of a nature not found in the texts of the grades. It is of a nature which requires that due consideration be given their social maturity, while on the other hand the material must be sufficiently simple to be within their grasp. It will not do to allow the subnormal twelve-year-old child to wearily read the familiar passages of the primer, while yet his mental inactivity, or perhaps lack of mentality bar him from the more difficult though more interesting pages of the higher grades. The lack of interest which results from this course is not the proper remedy for this mental stagnation. Interest is what is needed, and it must be aroused by texts and works pedagogically calculated to arouse it.

#### What the Series Is Composed of

The books of this series cover the field thoroughly, and in a strikingly interesting manner. Each of the books is sold in sets, consisting of twenty children's sets, twenty blank books and one teacher's book. The price for the entire set being $3.75. In this manner the Hicks Series covers the subject of arithmetic, reading, geography, etc. The subject of arithmetic is taken up with the Number Story book. The Action Book is a primer of action verbs to be used as a game by subnormal scholars of any age. The Farm Family, the Brown Children at School, and the Chicken Book are all simple readers of sentence line formation designed to stimulate interest through correlation with hand work, and thus assist children who are socially beyond their reading ability.

There are also two different games of sentences and two of Word Dominoes, supplementary to the Action Book, or in fact, any reading work with subnormals. They are extremely simple, but assist in increasing visual imagery and in quickening reaction time.

#### Stimulate Interest by Correlation With Manual Work

As stated before, one of the principle objects of this series is to stimulate interest by correlation with hand work, and thus lessen the periods of idleness which are the bane of the backward child in school. The pupils are given one of the sheets of the set as a lesson and they are pasted into the blank book by the pupil, and the still more advanced pupils will find additional interest in binding the books in paste board covers. No pages are left in the Number Story Book for hand work or illustrations, but the work can be spread over two of the blank books instead of one, and leave ample room for the stimulating exercise of hand illustration, if the teacher so desires.

The pages of the primers are also pasted into the blank book as they are given out as lessons. Every third page, however, of these primers is left blank and is to be filled by the child with illustrations, drawn either by himself, or by cutting them from magazines and pasting them into the book. The idea of correlation with manual work is most excellently served in these readers.

The author's actual experiment with subnormal children, has convinced her that the arrangement of the story in sentence lines is more successful, and the sentence lines therefore are used throughout.

#### Have Passed Actual Test

This series prepared by Mrs. Hicks, was originally written for the children of the special classes in Oakland, California, and have been used there for several years with success. At the University of California also they have been tried for two summers in the demonstration classes. Although the author's idea was to supply the proper reading material to special class children only, yet the books will probably find their greatest usefulness with the subnormal children in the regular classes, because no other place has as yet been provided for them, and special classes for such children exist in only a few of the larger cities.

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## THE BEACON METHOD READERS IN NEVADA.

The Beacon method of teaching beginners how to read was illustrated by Miss Dewey, Mrs. Edith B. Brown and Miss Rumbaugh in Ely, and by Misses Smith and Price in Winnemucca. In each of these places the Institute teachers were shown how readily the Beacon system can be taken up in succession to the Gordon, there being no change in the sounds of the letters or in the order of taking up the vowel sounds. The large necessary board work of the teacher in the Gordon system is unnecessary in the Beacon system. The use of script characters in connection with reading or busy work at seats is discouraged until the pupils, well on in the second semester of the first grade, shall have learned in the writing lessons and drills enough of the Palmer method of writing to warrant such use.—"Nevada School Journal," November, 1915.

HAVE Healthy, Strong, Beautiful Eyes Oculists and Physicians used Murine Eye Remedy many years before it was offered as a Domestic Eye Medicine. Murine is Still Compounded by Our Physicians and guaranteed by them as a Reliable Relief for Eyes that Need Care. Try it in your Eyes and in Baby's Eyes—No Smarting—Just Eye Comfort. Buy Murine of your Druggist—accept no Substitute, and if interested write for Book of the Eye Free. MURINE EYE REMEDY COMPANY, Chicago, Ill.

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## Editorial

### The Southern California Section

Our readers will find some live-wire comments by Prof. Herbert F. Clark of Los Angeles in the section devoted to Southern California educational problems. Mr. Clark evidently has been well trained in manual arts, for he hits the nail on the head every time he puts his pen in the ink bottle. We certainly enjoyed reading the manuscripts and we know our subscribers (which includes you) will enjoy reading his comments in print.

* * *

### A Remedy for Some of the Educational Failures in High School and College

Dr. J. S. Thomas, pastor of the little church at Montara, Cal., is a gentle, scholarly man, who interprets the Scriptures, the ethics of Christian life and education with a keen common sense. In the discussion of the symposium in "The Outlook" on the question of college education called forth by the confessions of an undergraduate, Dr. Thomas made many interesting comments. He employed as the chief remedy for the many failures of young men and women to make good, that the students be required to devote a year to actual work after graduation from the high school. No student should enter the university until he had an actual knowledge gained in an occupation of some kind. A year of the larger life where the young man or woman would have life and life abundantly in the real work—this would bring about a preparedness that would be worth while. We certainly need the student with the serious mind. Not the midnight oil student, but the student with the electric lighted room, and the electric brain. The student who has been forced to face the problems of the world in such a way that electives in a course means an opportunity to get that which he most needs and not an opportunity to eliminate the subjects that require hard work.

* * *

### Drill! Drill!! Drill!!!

We do not mean military drill. No, sir. We mean teaching elementary and secondary pupils by the old method of drilling them. Questions and answers. The multiplication table. Definite statements. Committing rules to memory, and a whole lot of methods that have been labeled old-fashioned pedagogy by the modern pedaguese. After thirty years of the petty theories of mental discipline based on the psychology of the development of the child, a number of professors in Eastern colleges have organized class drills that are very popular. Students who want to know are quick to take advantage of the new old-fashioned method of drill, drill, drill.

The pedaguese who promoted an arithmetic without rules or answers did great harm to the children of the public school. The expert who made theory not facts the basis of historical study, was wrong. The pedaguese who have introduced pedagogy into spelling are making a nation of poor spellers. The way to teach spelling is to teach spelling. Drill on a list of words. Language and word analysis have no part in a spelling vocabulary that should be memorized. It is true with all studies; the theory is all right for the pedagogue, but the drill is the punch for the student. Thompson's Essentials are worth a thousand books on the adolescence of a pedagogical idea in the practical results in teaching children to know how.

* * *

### The Big Meeting

Numbers reached their limit at the Southern Section of the C. T. A. The crowds were too large. The speakers could not be heard by the vast audience to advantage. The personal interest disappeared. The hotels, the men who control the association and have the disbursement of the cash received are the only ones that chortle over the big crowds. It is necessary to have a large membership of the C. T. A. to pay the secretary's salary, the cost of publishing "The Sierra Educational News," and the traveling and other expenses of Council of Education. We hope that the time has arrived when the county superintendents and the city superintendents will come to the conclusions that the founders of our school system displayed some wisdom in founding our local county and city institutes. Superintendent Cree of Riverside took his teachers to San Diego at a time when there was no great crowd of teachers, and they enjoyed a week of intellectual stimulation. They had the time, the opportunity, and the desire to achieve, and they returned to their schools greatly benefited. The time of getting big crowds together in a teachers' association to exploit men or interests, we trust, is past.

* * *

### Delighted!

Arthur Henry Chamberlain, the editor of "The Sierra Educational News," has always been noted for his charming modesty. Imagine our surprise when he prints a letter from Timbuctoo in praise of his editorial efforts. He also fakes a letter from a trustee who cannot spell correctly, but who makes it plain that he prefers "The Western Journal of Education" to the "News." The implication is that only a trustee too ignorant to write an intelligent letter would read our Journal. We are, of course, delighted to know that, in addition to the two thousand intelligent trustees of California who subscribe for this paper, our esteemed contemporary has found another one. We are delighted to know that even if he cannot spell he at least is wise enough to avoid the feminizing influence of the "News," and if Editor Chamberlain will send me the name of the trustee, we will send him a copy of Powers' Graded Speller, which will enable him to spell over 3000 words correctly.

## Education Notes

C. E. Rugh, of the University of California, won the $1000 prize for the best essay on moral education.

* * *

Selden C. Smith, one of the directors of Ginn & Co., of Boston, Mass., has gone East to attend the annual meeting of the stockholders of his firm.

* * *

Zanette Potter, of Oakland, trained a hundred pupils to sing Joaquin Miller's great poem "Columbus," set to music by Carlos Troyer, at the celebration of Joaquin Miller day, November 10th, at the Exposition. It was a fine piece of work.

* * *

Kate Douglas Wiggin, who established the kindergarten in San Francisco, and who has written so many charming books for children, is on a visit to California. She lectured before the teachers and others Saturday, November 20th.

* * *

A. H. Chamberlain, Dr. A. F. Lange, and several others associated with the educational exhibit of California in the Palace of Education, resigned on account of a disagreement with the California commissioner, W. D. Egilbright.

* * *

Hugh J. Baldwin, formerly superintendent of San Diego county, has been delivering lectures at the Exposition Palace of Education daily on "The Standards of Education." Superintendent Baldwin's work has been unique and interesting. He is able to give good cheer and fellowship to everybody who visits the California exhibit.

* * *

The Moulthrope desk chairs have been adopted in Peru, Ill. This desk is manufactured by Langslow, Fowler & Co., Rochester, N. Y., and is rapidly replacing the old-fashioned desk in modern school buildings. The Whitaker & Ray-Wiggin Co., 760 Mission St., San Francisco, are the Pacific Coast agents.

* * *

It is now Dr. Margaret Schallenberger McNaught. The wedding took place recently, and the Commissioner of Elementary Education, in her address before the Teachers' Institute of Placer County, advised the teachers to follow her example.

* * *

Superintendent Albee, of Eureka, has segregated the Seventh and Eighth grades in one building. This gives the teachers an opportunity to do more efficient work in domestic science and manual training.

* * *

Superintendent and Mrs. Hyatt and Dr. Charles A. Shaver of Chula Vista will conduct the Inyo County Institute for Mrs. Clarke, November 22, 23 and 24. Superintendent Clarke is keeping the schools of Inyo in line with the best educational advancement.

* * *

To make the schools in Bishop meet the needs of this section more completely, the manual training department of Bishop Grammar School, under the supervision of M. R. Miano, is open to a class from Bishop Union High. The domestic science department of Bishop High is open

to the girls of the Seventh and Eighth grades of the grammar school. The domestic science department of Bishop High is under the able supervision of Mrs. Lyda Bailey.

* * *

The report of Superintendent George A. Dixon, of Newcastle, Pa., shows that he is making remarkable progress in his educational work. Mr. Dickson is well known in California, having been a member of the Board of Education in San Diego county and principal of the Oceanside schools.

* * *

George Wharton James, who has been the chief lecturer at the Exposition, presided at Joaquin Miller day, November 10th, at Festival Hall. He read "Columbus" with beauty and effect. Among others who took part in the program were John P. Irish, Harr Wagner, and Juanita Miller.

* * *

The first annual convention of the high school principals will be held in Fresno December 21 and 22, 1915. Will C. Wood, Commissioner of Secondary Schools, arranged the program. It will be the first meeting under the new law in reference to conventions.

* * *

James V. Kelleher, former deputy superintendent of San Diego county, is supervising the schools at Calexico. Mr. Kelleher furnished us with some fine material for the Southern Section of the Journal while in San Diego, and he is an excellent writer and a man whose fine qualities of education and citizenship will make him a success wherever he locates.

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### TEACHERS' INSTITUTE NOTES, SAN BERNARDINO CITY AND COUNTY.

Mr. R. B. Stover, San Bernadino City Superintendent of Schools, addressed the Los Angeles County Institute on the subject of "Credit for Non-School Work." The plan of giving credit for outside work has been adopted by many school systems and has proved successful as a means of promoting self-improvement and social efficiency among the pupils. It is gratifying to know that the former "street and alley time" of numbers of children is now willingly spent in useful occupation. Mr. Stover discussed the merits of the plan and related many interesting facts concerning the work as it has progressed in different cities and states.

* * *

The teachers of San Bernardino City and County and the San Bernardino county hostess, Mrs. Anna Garner, held a reception for the visiting teachers in the Blue Room at the Southern Counties Building, Wednesday afternoon, November 10th.

* * *

Mrs. Grace C. Stanley, San Bernardino County Superintendent of Schools, was one of the speakers at the Los Angeles County Institute held in San Diego during the week of November 8th. "Moral Education" was the subject of the address. Mrs. Stanley emphasized the importance of having a regular place on the school program for the teaching of morals and manners, and urged careful preparation on the part of the teacher in order to insure thoroughly beneficial and wholesome results. Attention was called to the possibilities of correlating this subject with certain others, particularly mathematics, history, and literature. And finally, the teacher was reminded that if he will make his own life exemplary, he must learn to know the best of books and seek the friends who are most worth while.


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## THE SCHOOLS OF KERN COUNTY.

By Harr Wagner.

Remarkable activity has marked the administration of the schools of Kern county since L. E. Chenoweth, the new county superintendent, has taken the educational helm. He is a school man of ability and will be remembered as a member of the State Board of Education, where, in addition to serving on several important committees, he pushed three particular educational features which he claimed would be of great value to the educational system of the State. These were motion pictures in the public schools, school savings banks to cultivate thrift in boys and girls, and lunches for pupils in city schools.

Those who follow the trend of education know that the ideas presented by Mr. Chenoweth are being put into effect throughout the State and are evidence of his sagacity and educational fitness.

Since assuming his office, to which he was elected in the primary after a bitter contest marked by 10,000 miles of travel within the confines of Kern county and much oratory and personal interviews, Superintendent Chenoweth has put into effect a number of needed educational reforms and galvanized the schools into immediate progress and efficiency.

Two grammar school districts, two high school districts, and one union high school district containing six grammar school districts have been organized during the past six months, and every step has been carried through expeditiously and accurately.

The new superintendent has done much to inspire in boys and girls a desire to continue their education and has instilled a wholesome desire for better conditions in the country school districts.

Fostering school gardens, ventilation, sanitation and proper lighting, he has achieved some truly wonderful results during the brief time he has been in office. During the tenure of his office the people of Kern county, by thousands of whom he is known personally and considered not only a competent official but a personal friend as well, expect pronounced improvement in the schools.

Refusing to permit religion or politics to enter into educational matters, Chenoweth has also flatly gone on record as being an exponent of the one-story type of school building, and five of these are now being built in various parts of the county. His record for the past fifteen years—he is still a young man—has been one of efficiency and he has gained a wide reputation as an educator.

Auditorium Administration Building Manual Arts Building Commercial Building

**Panorama View of Kern County High School Buildings**

This represents the complete educational plant of the Kern County High School at Bakersfield, with the exception of a farm of 27½ acres at the edge of the city.

The auditorium is a new building of classic design having a seating capacity of 1116 people and is equipped with a stage fully provided with scenery, spot lights, etc., and has moving picture booth, curtain, etc. It is one of the handsomest auditoriums in California, and with its pure lines and splendid finish makes a lasting impression upon each visitor. The acoustic properties are splendid, while a saucer-shaped floor permits a view from every seat. The lighting is semi-indirect.

The manual arts building houses contain completely equipped wood-working, metal-working and forging shops, together with a department devoted to photography. The work done in the several departments of the manual arts building ranks high with that done anywhere in California.

The commercial building has in addition to the several commercial subjects, complete domestic science and home economics department, with a wireless department, practice room for the high school band, and physical culture halls.

At the high school farm, which lies on the edge of the city, practical instruction is given in agriculture, dairying, bee culture, chicken raising, and a complete course in animal husbandry. Orchards and fields are as large as on the ordinary small farm and afford opportunity for the students to do practical work. A commodious dormitory, with laboratory attached, houses the students, and the instructor also lives on the place. A pumping plant supplies water for irrigation and domestic use, and a large greenhouse has been built by the students.

There are four other high schools in the county, one of them, the Delano Joint Union, having been established for a number of years, while those at Maricopa and Taft, together with the Wasco Union High School, have only been established the past few months. All are in a flourishing condition and demonstrate that they were needed by the communities in which they are located.

Junior college is conducted in the eight classrooms in the lower portion of the new auditorium of the Kern County High School, and the course presented is fully up to the required university standard.

Two views of the Randsburg School Playgrounds—Apparatus was provided by public spirited patrons

The playground movement is being fostered in Kern county, and no matter how remote the district may be, something is being done to put in apparatus. If the district has not sufficient funds in the school treasury, then entertainments are given or public-spirited men and women give of their share of wealth to help provide the muscle-making, brain-building apparatus for the "kiddies."

The crowded city schools have provided quite a quantity of apparatus, but many of the country schools have surpassed them. The views shown are from Randsburg, a mining center on the extreme eastern edge of the county. It is here that the Yellow Aster and other mines daily pour forth their stream of gold and other precious metals. The general aspect of the country is dreary, but when it comes to enjoying the slide, horizontal bars and swings, the children are just as eager as are their more fortunately located fellows.

Many of the school districts have just made a start in providing playground apparatus, while others have almost graduated in the art.

As time goes on it is barely possible that a report from the rural schools of Kern county will show that not one is without playground apparatus of one sort or another.

Last year 23 of the 94 districts had school gardens, and one of them, the Beardsley, just a few miles out of Bakersfield on the new State Highway, took a prize at the Panama-Pacific Exposition for the vegetables it produced. The teacher, Mrs. Hort, during the Institute recently held in Bakersfield, after talking upon the subject of how to plant school gardens, received word that she had received a

cash prize from "The Country Gentleman" for her paper on school gardens submitted during a contest among writers from all parts of the United States.

Enthusiasm marks the work of teachers in Kern county, and much progress is being made along all practical, progressive lines.

Grammar School at Fellows

Grammar schools in Kern county are of a good type, even in the desert and oil-field sections. The building shown above is located in the heart of the "West Side" oil-fields and is modern in all particulars.

In addition to the required subjects in the curriculum, manual training and domestic science are taught and practical instruction given in these important branches.

As in the case of other schools of any size in the county, there is a splendid auditorium, which is used as a civic center. Lectures and entertainments are here given in addition to the school programs, and the Parent-Teachers' Associations also hold forth at regular intervals in this common gathering ground.

The Fellows school has nine teachers, and the rooms are all filled to capacity with the oil-field children. The yard in the rear of the building is completely cemented over, and sanitary drinking fountains are at convenient places in the playground.


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## MORE WORLD'S RECORDS BROKEN IN TYPEWRITING

At the international typewriting contest held at the annual business show, New York City, October 25, 1915, Miss Hortense S. Stollnitz, a student in the Bay Ridge high school, Brooklyn, N. Y., broke all previous records in the novice class by sixteen words per minute, making a record of 114 words per minute net, for fifteen minutes writing from copy. The second on the list, Mr. William D. Miller, made a record of 108 words per minute net, and the third, Mr. George Zeihl, made a record of 107 words per minute net. All three of these writers learned touch typewriting from Charles E. Smith's "Practical Course in Touch Typewriting," published by Isaac Pitman & Sons, 2 West 45th Street, New York. As such records for one-year students were never dreamed of a few years ago, the results are a noteworthy triumph for the superiority of the Balanced Hand Method of Touch Typewriting as exemplified in Mr. Smith's book.


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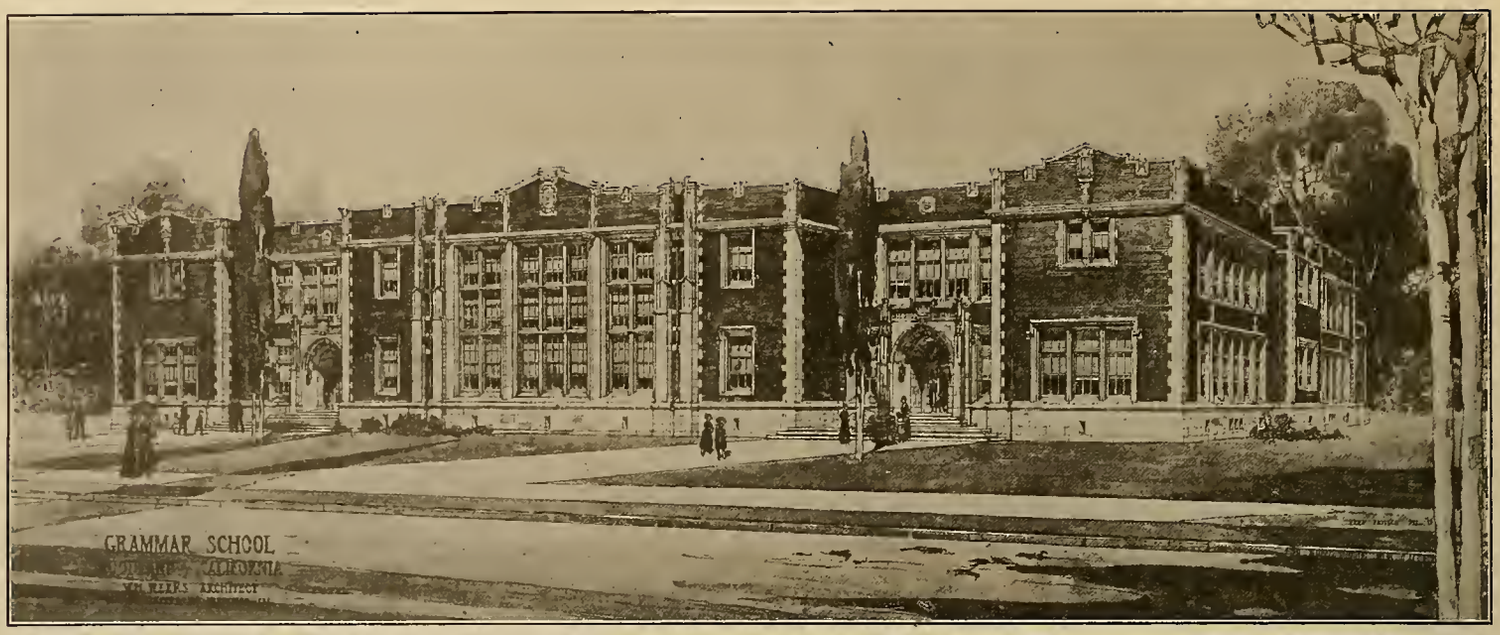
On October 16th the Northern Electric Railway opened their line to Colusa. This gives the people of Colusa County an outlet by rail. The opening date was celebrated by the citizens' committee of Colusa, in the form of a "Goose Stew." Invitations to surrounding cities and towns were sent out, and a big demonstration was made, welcoming the electric railway.

This gives a direct service to and from the Bay Cities via the Oakland, Antioch & Eastern Railway; three trains daily are used for this service, leaving San Francisco 7:20 a.m., 11:20 a.m., and 4:40 p.m., and leaving Oakland 7:50 a.m., 11:50 a.m., and 5:09 p.m.




Woodland Grammar School—W. H. Weeks, architect

The above is a cut of the new Woodland grammar school rapidly nearing completion. The building in the Tudor Goethe style of architecture is probably one of the most beautiful of the grammar school buildings in this state. Its exterior is in Terra Cotta and Tapestry brick.

The architect has made a very careful study of the floor arrangement, and has incorporated into the plan of this building many new features. Principal among these features will be the first successful inclines ever used, which will eliminate all stairways, each floor being approached by an easy grade.

All the corridors and exits of the building are fireproof. The assembly room has a sloping floor, permitting a perfect view from any part of the room. It has a moving picture booth and is so arranged that it can be used for social center purposes, having an entrance independent of the main school.

All the plumbing is of the latest sanitary type, most modern type of heating and ventilation, convertable open-air class-rooms, manual training quarters, domestic science room, lunch rooms, etc. The building contains fifteen class rooms. Considering the splendid material used in the construction of the building its total cost is very low—12½ cents per cubic foot.

The architect of the building, Mr. W. H. Weeks of 75 Post street, San Francisco, is to be congratulated on this addition to his many successful school buildings.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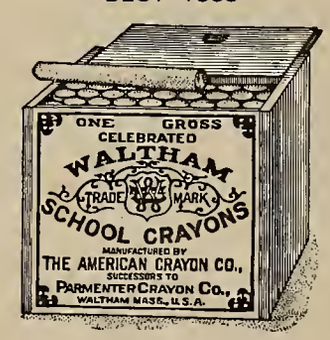


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THE
# WESTERN JOURNAL OF EDUCATION

Vol. XXI SAN FRANCISCO, DECEMBER, 1915 No. 12

MEETINGS

Bay Section the California Teachers' Association, A. J. Cloud, San Francisco. April 17-20.
Northern California Teachers' Association, Paul Ward, President, Red Bluff, Cal.; Mrs. H. G. Rawlins, Williams, Secretary.
Central California Teachers' Association, Craig Cunningham, Madera, President; E. W. Lindsay, Fresno, Secretary.
Southern California Teachers' Association, Dr. Albert E. Wilson, president, Los Angeles; J. O. Cross, Secretary, Los Angeles.
California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.
State Federation of School Women's Clubs, Mrs. M. M. FitzGerald, San Francisco, President; Alice Rose Power, 324 Phelan Building, San Francisco, Secretary.
California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.
State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, M. B. Harris, Marshall De Motte, Mrs. Agnes Ray, George W. Stone.

## Little Talks by the Way

By EDWARD HYATT

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

### FINE NEW SCHOOL

The Cuddeback School is in the Eel River Valley of Humboldt county. The district has just finished a nice new school house and I attended the dedication exercises. Quite a function it was, too, I assure you—a kind of an educational revival. The people were there from all the country around, from Fortuna and Ferndale, and even from Eureka, the county seat, nearly thirty miles away. The exercises opened with a talk from the clerk, Mrs. Charlotte Wilder. She talked along as easily and simply as if she had been telling a little story to her neighbor over the back fence—told what they had done, how much they had spent, why they had bought this and that, how, they had been cheated in one place and disappointed in another, how painstaking the contractor had been, how much money they had left and all that. Public speaking isn't so difficult after all. All you need to do is to be simple and natural and tell something. Easy as falling off a log, isn't it?

#### Whole Country Turned Out.

County Superintendent Underwood made a little congratulatory speech in good humor and with good taste, and District Attorney Hill also made a good address. Others of the trustees and teachers of the district and from the surrounding districts, too, made addresses.

It was an interesting and remarkable fact that three generations of the Cuddeback family took part in the ceremony and that each had built a school house for the district. The first representative was old Mrs. Cuddeback, a poineer. Her husband as the strong man of the neighborhood had led in building the old log school house, with long desks around the walls and benches in the middle. How proud she was of the achievement and how it stood out in her mind as a notable improvement showing the public spirit and liberality of the time. She still lives in the old ancestral home, and in the dooryard stands the great pepperwood tree under which she stood when the Indians took a shot at her in the early days. Her husband was away. In the fashion of those times she was dressed with a big, bountiful hoopskirt, which deceived the untutored savage. His bullet hit the hoopskirt all right but the woman escaped. The leaden messenger split on one of the wires, and the life of the bird within was spared. This incident is worth remarking—the fashion journals are forecasting the return of the hoopskirt, and it is well to know that they are useful in case of an attack by Indians.

#### Second Period.

The second generation was represented by a middle-aged, nice looking matron, another Mrs. Cuddeback, whose husband had been instrumental in building the second school house, which still stands in a corner of the grounds, awaiting removal. Altho it is of the box type, small, with three equidistant windows on each side, and is quite out of date, it was a proud structure when it was reared. It was painted a beautiful white and its cupola and bell dominated the whole valley. Nothing better was known anywhere, and the Cuddebacks and their neighbors attended it for thirty years in peace.

To represent the present and its up-to-the-minute building there were half a dozen young Cuddeback women on hand. They, too, were proud and happy over their new school, painted in tasteful colors, with an enlarged lot and a handsome fence around it, and with all the newer concepts of heating, lighting and ventilation embodied in it. It has jacketed stove, manual training room, opportunity for cooking, acetylene lighting plant, and all that. It cost $5,000. It was suggested and shaped somewhat by the new Model School planned by President Ware for the Chico State Normal School.

#### Radiating Influences.

This is a good piece of work. No man can tell how far its influence may reach, nor how many fine improvements may result from it. The children in the rural regions deserve the best house in the district for them to learn to live in sanitary and decent fashion, for they are not always going to stay under the home roof. They should be prepared for possibly better lives in future, wherever they may go.

#### Textbook Figures.

The distribution of State textbooks for the present year for the whole State has cost a trifle over $3,000 for postage, express and freight. For this sum, half a million books have been scattered all over our commonwealth, from the Oregon line to the Mexican boundary. No school has been too remote to get its quota of books. This makes the cost per book approximately three-fifths of a cent. The cost of manufacturing this half million books is a little more than $92,000—call it $100,000 for even numbers. There are 415,000 children enrolled in the schools—call it 400,000 even. This makes the cost less than 25 cents per child during the past year. This is an approximation only, and it does not count depreciation of plant nor interest on the investment. The royalties on these books have been $30,000, distributed as follows: American Book Company, $11,000 on the second and third readers, advanced history, two arithmetics and writing books; the MacMillan Company, $8,000, for spellers and geographies; Silver, Burdett & Company, $6,000, for first, fourth and fifth readers and the language books; D. C. Heath & Company, $3,000, for introductory history and civics; Newson & Company, $1,000, for the primer; World Publishing Company, $1,000, for the physiology. The costs for the next year are going up considerably, because of new adoptions.

#### Sales of State Books.

The law authorizes the sale of textbooks to schools, to private individuals and to dealers. This is so that parents may be free to purchase books if they do not want their children to use the free books or if they want their children to have extra books at home of if they need to replace books that their children have lost or damaged or destroyed; and, so that private schools may parallel as nearly as possible the work of the public schools. It will be of interest to know that these sales have been comparatively insignificant, less than $7,000 for the entire year. Few of the dealers carry the State books, and their sales are small.

#### Obsolete Books.

A few of the old and obsolete State textbooks are left on hand at the State printing office and their room is more desirable

### Christmas

Christmas stands for the highest educational ideals. Its greatest lesson to humanity is love and charity. No man who gives that which he wants to another has failed to learn the lesson. We teach ethics, right conduct and morals and manners, and various generalisms with the object of augmenting that which is good in the child, but no Pestalozzian lesson ever approached the one grand object lesson of Christmas giving. Selfishness, cruelty, enmity, bigotry, prejudice, all the pitiful weaknesses of humanity that we failed to unlearn in school are forgotten on Christmas Day. The three wise men saw the Star of Bethelehem. The wise men of today still see the star.

HARR WAGNER.

than their company. Some must have a royalty paid upon them if distributed; others are old books antedating the royalty plan. The State Board of Education has instructed us to distribute these with the State books upon payment of royalty and transportation cost. They are as follows:

| | |
|---|---|
| English Lessons, Book I.... | $0.08 |
| English Lessons, Book II.... | .12 |
| Cyrs Fourth Reader..... | .12 |
| Second Reader..... | .. |
| Old English Grammar..... | .. |
| Brief History..... | .. |

Any one who wants any of the above may have them by ordering of the Superintendent at Sacramento, enclosing with the order cash for the royalty and for the transportation, unless they are to be sent collect.

## THE HISTORY OF CALIFORNIA IN PAGEANT.

An event of unusual interest took place on October 22 at the Frank McCoppin school on Seventh avenue. It celebrated the fifth anniversary in the handsome new grammar school.

In historical order, the complete history of California was portrayed under the direction of the principal, Miss S. B. Jenkins. All the grades from the third to the eighth took part, arrayed in gorgeous costumes of the period represented. The spacious playground was an open-air school and the history lesson was presented in pageant form.

Once again to the Pacific Ocean and to California came Balboa, Cabrillo, Drake and Portola, but this time announced by a trumpeter. These conquerors, carrying flags of their nation and followed by a retinue of soldiers, were greeted by the Indians, dressed in native costumes. Then came the Padres with bowed heads, clothed in dark brown robes. The Spanish and the Mexican periods, expressed in songs and dances the spirit of the "Splendid Idle Forties." The raising of the Bear Flag and the Stars and Stripes, the discovery of gold, the arrival of the pioneers, the action of the Vigilantes—all was once again made real. Uncle Sam, presenting statehood to California, and California's wealth of products shown in realistic manner, told a story never to be forgotten.

# The School Teachers' Page

*Eliza D. Keith*

**The Handicap of Fat**

Too much avoirdupois is a serious handicap for either man or woman who must work for a living. This needs no demonstration. It is admitted. But how shall one escape "taking on flesh" as it is phrased?

Cheer up—the other day I came upon a little book with the thought-arresting title

Eat and Grow Thin.

Examination disclosed that this little book published by E. P. Dutton & Co. of New York ($1.00) was a collection of the hitherto unpublished Mahdah menus and recipes for which it is alleged that Americans have been paying as high as fifty-guinea fees to fashionable physicians in order to escape the tragedy of growing fat.

Now, I do not know who or what the Mahdah is, perhaps I ought to know; but I do not. Vance Thompson who writes the preface, speaks of the Mahdah as she—so we'll let it go at that.

I do not know which to admire the most, the preface, or the list of menus. Let me quote:

**"The Tragedy of Fat."**

"Beautiful women who have vanished forever, drowned in an ocean of turbulence and tallow—"

"Statesmen and rulers who cumber the earth, now mere teeth and stomach."

"There is a strange kinship between obesity and financial crime, almost all embezzlers are fat." Is that so? I wonder.

"Certain foods make for fat, carbonaceous foods, starches, sugars, oils and alcohol."

The Mahdah well states that bread is perhaps the hardest thing to do without, but assures the reader that gluten bread well toasted makes an admirable substitute.

Read the list of permitted food. It is long and tempting. The chapter on The Laws of Diet should be read in every school room. It is a lesson in practical hygiene.

The Mahdah menus are based upon the dietary charts issued by the United States Department of Agriculture, office of Experimental Stations. These menus are arranged according to the seasons.

**The Noise of a Newspaper.**

"Tell me," said a weary teacher, "is there anything worse than the noise of a newspaper as it is being opened and turned and twisted and folded, unfolded, refolded, crushed and rumpled and rattled, smoothed out, so spread open, or finally folded and laid away?

It certainly gets on my nerves after I have been listening to noises all day in school, to rustling leaves, and rattling papers, to the dropping of pens, pencils and rulers, the snapping of ink well covers, the scuffling of heavy shoes on sandy floors, the sudden spring and roll up of the roller shade—the banging of a door, to say nothing of the sudden alarm of the fire drill, or the noises of the street. What with the noises and the interruptions, circulars, visitors, calls to the office, anxious parents, the register with its fly-speck records, notes for absent pupils—I'll admit it gets on my nerves to come home when I should be able to have peace and quiet and be compelled to listen to the newspaper read aloud—or read with rattle and crumple—or to other home noises. I know I'm a crank—what do you think?

"That we all are," was my candid reply, "it's the hallmark of the profession."

**Develop Manual Dexterity Early in Children**

Many boys in the primary grades show decided mechanical ingenuity, and express a desire to learn how to use tools.

It would seem as if these children might be benefited,—certainly held longer in school—if they could have some sort of manual training while they are still primary children. The earlier one begins to use tools, or to use a needle, the greater the facility and skill acquired. Manual dexterity begins in childhood—when education of the central nervous system is possible.

Intricate plans, involving much measurement or computation, of course, would be out of the question, but interested children could be taught how to hold a hammer, how to drive a nail, how to use a screwdriver, how to use a tool handle and its contents, how to drive a saw, to handle a chisel or to drive a file.

As for what these little children could make,—there are many little articles—for instance, doll's furniture, which could be made from sandpapered pieces of light grocery boxes, or fruit boxes, or better yet, of pieces of cigar box wood. The boys could make fireless cookers, toy wagons for the younger children, waste baskets, wood boxes and many other little things.

All my life I have enjoyed carpenter work, and cabinet-making. Thus I know that could I have charge of a primary manual work shop, there would be results. The bad boys, in other words, the boys who have not yet found themselves, would be so eager to work that they would be good all the rest of the school time for the sake of the privilege.

When we educate head and hand, and begin early to do so, a big problem will be on the way to solution.

**Great Stars in Moving Pictures.**

When the photoplay producers captured Geraldine Farrar, the grand opera star for a filmed representation of Carmen, it was heralded as marking a new era in the production of the silent drama. Now from the very first I have enjoyed and appreciated a moving picture. I early realized its possibilities and now comes Hugo Munsterberg of Harvard, leading psychologist of the United States, and both frankly and joyously avows his enthusiasm for the screen drama—and declares that the psychology of a moving picture is far beyond anything that the stage can produce. For psychology lays bare the very soul, and discloses the springs of man's action, the reasons for what he does and his reaction upon others, as no spoken drama possibly could do.

It is not possible here to analyze the two forms of dramatic expression, but take Geraldine Farrar in Carmen, no grand opera—no stage representation could show as many scenes, as many connecting links in the action of the play as are shown upon the screen.

Do you say that you miss the voices—the music of grand opera? Which is the more true to the fact—the pictured scene, or the stage with its solos, chorouses and other vocal numbers? When you come to think about it, is not grand opera in itself a travesty upon real life? Who sings out his emotions, who clutches his heart and advances to the footlights? Was not the absurd incongruity of grand opera the inspiration, the reason for the birth of opera comique? Opera bouffe indeed owes its existence to the exaggerations of grand opera. So on that score—the picturization of Carmen already had much in its favor at the very start. It was my good fortune to see Farrar in the filmed Carmen, many times. The first time I saw it at the Imperial on Market street. There it was given with a full orchestra and the music of the opera, and the pictures were preceded by the stage set for a grand opera, with real live flesh and blood singers who rendered some of the Carmen music most

delightfully. The play proceeds rapidly, no dull moments, no padding — all quick action. A musical critic I know complained that the camera did not flatter Geraldine Farrar at all, especially in the close-ups and that she played too consciously to the eye of the camera. Be that as it may—I enjoyed it, and I think that any teacher who wishes to keep abreast of the times should make it a point to see the picturizations of the great plays and operas. Several times I went to see Carmen while it was being shown in the Mission at the Idle Hour. Here it was shown accompanied by the beautiful musical instrument that distinguishes the Idle Hour. Each time I saw it some new dramatic point came before my comprehension. That is why I know that teachers of English, of history, of music should study these representations for the proper understanding of the great masters.

As a companion study to Farrar's Carmen, was that of Theda Bara as shown at the Majestic, the picture palace of the Mission. Here Theda Bara by some was considered to take the laurels away from Geraldine Farrar in the fact of being more feline, more heartless, more cold-blooded—were such a thing possible. In this representation the death of Don Jose is shown—his horse plunging over a cliff with a double somersault, and falling into the water. It was terribly realistic.

**Madame Butterfly**

Probably no modern American author ever won greater recognition for a single story than has John Luther Long with his Madame Butterfly. It has been translated into many languages, a grand opera has been written around it, and now Mary Pickford, the beloved star of the moving picture world has won new success in its title role. I saw that also at the Imperial when the effect of the pictures was greatly enhanced by the introductory stage setting of a Japanese tea garden, en fete with lanterns, and sparkling with the dainty Japanese maidens dancing to the motion of their fans. As the play unfolded on the Imperial screen, there came to me a deep sense of shame over the fact that it was an American naval officer who had broken the heart of the poor little Japanese maiden—and I wished that our boys of the high schools could have seen the slow but inevitable progress of the tragedy of a man false to his race, and faithless in love. It might have awakened some stir of pity for the butterfly broken on the wheel of fate, some stir of shame for manhood so betrayed by a man. Those are the plays that our boys should see. Good for the photoplays that so sink in their message!

**Another of the Pupils' Outlines for Home Study**

The Hundred Years Following the Congress of Vienna, 1815, has been added to Pupils' Outlines for Home Study in connection with school work, published by the Jennings Publishing Co., Brooklyn, New York. In its compass of thirty-two pages it has given a definite, concise and impressive resume of what has taken place since Napoleon fell and the work of reconstructing Europe was begun by her statesmen. The book is valuable not only for pupils, but for teachers, editors and for the general conversationalist for the facts are presented in such a manner—and with such an arrangement of type that the eye cannot fail to find what it is seeking.

A tiny booklet on the War of Nations, a brief review of the first year of the war from the same house is just what is needed in the schools today.

**The Multiplication Table**

There was a time in school circles when the multiplication table seemed in danger of falling into innocuous desuetude. It was ignored to a very great extent, educators pinning their faith upon combinations and upon detached mathematical facts, rather than upon their stereotyped forms of the tables which to me have always been as majestic in their progress as the movement of the stars in their courses.

But today is witnessing a revival of the tables and constant drill is being placed where it belongs, upon the related facts of multiplication.

While it is a fact that in the State text books in arithmetic, the multiplication tables in their old familiar form do not appear, yet the teachers themselves are emphasizing the importance of the tables in their old-time form. Some of our veteran teachers have revived the somewhat amusing, but nevertheless effective singing recitation of the "time tables," as some of our children will persist in calling the tabulated facts.

That there was merit in the old way is being proved at present by the great popularity and large sale of those blank books that contain upon their covers a full set of multiplication tables printed out in full, in all the old-style clearness with the sign of multiplication and of equality. Today children are acquiring mathematical knowledge. Now if only the parents would help the teachers in their work, by compelling some home study of the tables. So many children go to the show night after night. They feel no responsibility for their progress; they never look at a book out of school. But when they are not promoted, how grieved they feel! Study the tables, children, study them good and hard and hear each other, or use the test cards every evening at home!

## HIGH SCHOOLS PICKING UP.

**Report Shows Remarkable Gain in Enrollment, Building and Equipment.**

The high schools of California are making a most remarkable growth, according to the figures presented to the State Board of Education at its last meeting by Edward Hyatt, State Superintendent of Public Instruction.

The State secondary schools now have an enrollment of 76,000 pupils, a gain of 10,500 in the past year, or about 15 per cent. As compared to this the elementary schools only show a gain of 3 1-2 per cent. Los Angeles county shows the greatest high school enrollment in the State, amounting to 30,000 pupils; San Francisco county has 6,000 and Alameda county the same.

The number of pupils per teacher varies greatly in the different counties. It is largest in San Francisco with 37 pupils per teacher, and smallest in Sierra with 7 pupils per teacher. Sacramento county has 33, Los Angeles county has 29, Colusa county has 9 and Trinity county has 8.

In these smaller counties the cost of secondary education per pupil is very high owing to the limited enrollment. The average number of pupils per teacher in the State is 22.3.

A notable feature of high school development in the State is in school buildings and equipment. The willingness of the people to tax themselves for school purposes seems to have no limitation. Many of the secondary schools recently erected are almost palaces and contain every contrivance considered necessary in modern high school education.

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Gregg Shorthand was adopted by more than 100 schools in England during 1915; more than 1,000 English teachers have enrolled for the correspondence course in the system.

These figures show one thing clearly and convincingly:

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News and Views.....Ford M. Jack
Ten Minutes for Recess.....Lane Doyle
From a School Room Window. Earl E. Hitchcock

## Editorial

### Ella Flagg Young Headed Los Angeles Way

According to newspaper reports Mrs. Ella Flagg Young of Chicago is planning to spend her declining years amid the flowers and sunshine of Southern California. School people as a unit welcome her coming. Particularly will the good women in the great work of education greet her coming. Standing as she has for a larger sphere of influence of her sex, she has crystallized into reality the ambitions of her youth, and her presence in the Southland will prove an inspiration to the teachers of her kind. Thrice welcome to our midst!

### Energetic Teacher Extends Human Service

That women have wonderful opportunities for service in this field of human endeavor is manifest by the life and labors of Miss Marie Lopez, a news item concerning whom appears in the news section this issue.

Miss Lopez lives in her own modest cottage in romantic San Gabriel, keeps her own house and boards another teacher, drives her own car into Los Angeles each morning, teaches Spanish in the Los Angeles Junior College; conducts a class in Spanish at the University of Southern California Saturday forenoons and has several pupils to whom she gives private instruction in her native tongue. In addition to this she keeps abreast the times and engages in many activities connected with women's clubs. As a seeming climax to these worthy services she has been asked by John Steven McGroarty, author of the "Mission Play" to translate it into a pure Spanish dialect, so that he can cross the ocean with it and let the Spanish Troubadours see their own reflection. In order to do this work, according to the news report, Miss Lopez has attended forty-five performances of the play to acquaint herself with the spirit of the author

Teachers who are sedentarily inclined, who have just a slight touch of physical and professional dyspepsia; teachers who see only a limited field of service in this "workaday" world of ours; teachers who live in hotels and apartment houses to avoid the responsibilities of home life, in fact all teachers can find inspiration and an impulse to greater service through the multiple activities and charming personality of this energetic teacher.

### Cubberley on Superintendents

School superintendents throughout the country will do well to secure as soon as published, and read carefully Professor Cubberley's new book on "Public School Administration." Chapter ten, the subject of which is "The Superintendent of Schools," appeared in full in the November issue of "The Elementary School Journal." Mr. Cubberley classifies the position of superintendent as a new profession and points out that "The opportunities offered in this new profession to men of strong character, broad sympathies, expert training and executive skill, who are willing to take the time and spend the necessary energy to prepare themselves for large service are not excelled in any of the professions, learned or otherwise, today." The importance of this official he emphasizes, and in discussing the large duties of the office says, "His is the central office in the system, up to which and down from which authority, direction and inspiration flow." We grant that such is the general notion of the superintendent's office, and we hold superintendents largely responsible for it. We wish, however, we could change the figure and use the phrase, "Out from which and back to which," instead of the up and down idea, which belittles the actual teaching work and unduly emphasizes one field of human service over another. That whole ladder, or stream idea is a wrong one. The actual teacher's position in a school is the important one, if we should make any distinction, and the children in the lower grades are the fountain head, if we use a figure of speech. All this emphasizing of supervisors and superintendents tends to discredit the very essence of the whole situation, namely the development of boys and girls.

When will our good people administratively inclined get off that perch of professional vanity; get out into the great field of educational endeavor; see their fellow workers on the same level; bear with them the heat of the sun; sweat with them as they till the soil and cultivate the grain; take their relay and bind their share of the golden grain?

In the same paragraph Mr. Cubberley says, "He (the superintendent) is the executive of the school board and also its eyes, ears and brains." Another erroneous notion, as we see it. He isn't the executive officer of the school board, and why should he be? Why should he want to be? He isn't an officer of the board at all. He is a servant of the board as representatives of the people. He isn't their "eyes" and why should he be? The various committees are the eyes of the board, and why should their vision be restricted to the superintendent's office? Much less is he their "brains." Why should he be? Why should he want to be? Who wants him to be? We want, and need, school board members who have eyes, ears and brains of their own, eyes to see the situation as a whole, ears to hear the teacher and little child, brains to conduct the school system with economy, with due proportion of the parts to the whole; with justice and equity to all. Why should boards of education be puppets, rubber stamps, non-entities? We are about through with this centralization of authority and inspiration—this percolative process. We are beginning to look to the school body as a whole to determine directive measures; we are looking to the teacher and the children for inspiration. We regret that Mr. Cubberley holds to this waning idea and makes it so emphatic amid the mass of valuable materials in his thesis.

All can agree with him in his notions of education and training, his years of apprenticeship, his ideas of working and learning and the dangerous pitfalls that border the pathway of the superintendent. Of the personal qualities necessary, he shows rare delineation and lays upon the superintendent numerous professional obligations. "He must," says Mr. Cubberley, "by all means avoid developing a 'grouch' over the situation which confronts him, for a man with that attitude never inspires confidence, and is always relatively ineffective. He must learn to lead by reason of his larger knowledge and his contagious enthusiasm rather than to drive by reason of his superior power. The powers and prerogatives guaranteed him by law he must know how to use wisely, and he should be able to win new powers and prerogatives from the board largely by his ability to use them well. He must constantly remember that he represents the whole community and not any part or portion of it, and he must deal equal justice to all. As the representative of the whole community he will be wise not to ally himself at all closely with any portion, or division, or party of it."

All this is good wholesome advice to superintendents. It will help them to take a diagnosis of themselves and prescribe remedies accordingly. We need superintendents, to be sure, but there has been too much hero worship at that shrine. Our superintendents too often spend too much time building fences. They get in, and hold their positions, not by their qualifications and eminent fitness for the work, but by political intrigue and personal influence manipulation. This leaves them sitting on a pedestal, as it were, subject to all sorts of adverse criticism. The pedestal is easily jarred and the adornment made to tremble. There is a constant, glaring inconsistency between their real qualifications and the positions which they hold. Mr. Cubberley very rightfully and forcefully pleads for thorough preparation, for a constant growing study of the field of education as a whole, and concludes that "The position of superintendent of schools in a modern city, if properly filled, is a full man's job and calls for the best that is in a strong, capable, well trained and mature man."

### Parasitism and Degeneration

David Starr Jordan and Vernon L. Kellogg have put in their book, "Evolution and Animal Life," a most interesting chapter on Parasitism and Degeneration. As one reads it, it is difficult to keep from seeing the application of some of his definitions and principles to the field of education. For instance:

1. External Parasites—"Live upon the outside of the bodies of their hosts, feeding upon their feathers and dermal scales."

**Application**

Book Companies.

**Insurance Companies, Contractors, Real Estate Agents, Etc.**

2. Internal Parasites—"Such parasites belong mostly to the class of worms and some of them are very injurious, sucking the blood from the tissues of their host, while others feed solely on the partly digested food.

**Application**

Excess Assistants.

**Extra Clerks, Nominal Teachers, Padded Payrolls, Etc.**

3. Sacculina—"There are also parasites

(Continued on page 7)

# News and Views

In another column Thomas H. Davis, last year's captain of the University of Southern California's football team and this year assistant coach at Lincoln High School has gone outside the championship red tape and has selected an "all-Southern" team of men who played for the game.

* * *

Los Angeles Board of Education by a vote of four to three decided not to extend military training in the city schools.

* * *

The Watts City District dedicated its new building on Compton avenue December 3. This makes the second new building erected in that city. Mr. W. W. Coats, formerly at Los Nietos, continues to act as Supervising Principal.

* * *

Mr. John S. McGroarty, author of the "Mission Play," has requested Miss Marie Lopez, a Spanish instructor at the Los Angeles Junior College, to translate the English manuscript of his play into the pure Spanish dialect as it is spoken in the old country. Mr. McGroarty is intending to put on his production in Spain. Miss Lopez has attended forty-five performances of the play to acquaint herself with the spirit of the author.—Los Angeles Times.

* * *

Filling a vacancy for the third time during the school year, the Huntington Park Union High School Board of Trustees have elected Mr. J. F. Reeder Supervising Principal to succeed Mr. J. A. McCowen who resigns to take a position with a Seattle firm. Mr. McKowen was formerly principal of the Santa Monica High School, coming there from the University of Illinois. Mr. Reeder has been vice-principal of the Huntington Park School for some time.

* * *

The Cienega District is reorganizing after part of that district had been annexed to Los Angeles City. In the annexed section were two of the district's school houses, the old building which was erected in 1893 and the new $50,000 building just completed. It is a plan of those who still reside in what is left of the original district to erect a new building, southeast of Palms.

* * *

**Reorganization of the State Board of Education.**

Southern California is well represented on the State Board of Education in its reorganization, this month. Mr. E. P. Clarke of the Riverside Press becomes president and Mrs. O. Shepard Barnum, of Alhambra, vice president. Mrs. Shepard is in the state offices in the Union League building one afternoon of each week.

Mr. Langdon, formerly president, who retires to a judgeship in his home county at Modesto, was one of the well known graft prosecutors in San Francisco. Mr. M. B. Harris of Fresno is the new member.

**The Cry for Smaller Schools.**

The increasing number of private schools in and around Los Angeles, many of them military in form, many critics of present school conditions say, point to a rising tide of popular disapproval of the present large unit plan in Elementary Education. The cry seems to be "for smaller schools and more individual work with the pupil." Parents are beginning to feel that a child from eight to eleven years of age is not likely to receive the attention it should in an elementary school of over twenty rooms and among six hundred or more pupils. Too much administrative routine, they point out, will not work for the benefit of a little child. They, too, are decrying the present "lock step" method of school administration.

**The Cleveland Case**

From the president of the Grade Teacher's Club of Cleveland comes the information that the Ohio Appellate Court after denying the application of a Cleveland citizen who asked for a reopening of the Teacher's Federation case there, has, in view of the wide interest in the matter, consented to have the case reopened. The decision of that court which we quote below was to the effect that a superintendent could hire either non-union or union teachers as he saw fit.

It reversed the holding of the lower court which fined the City Superintendent and sentenced him to the county jail for contempt for refusing to reinstate the officers of the Teacher's Club after suspending them for affiliating that club with the State Federation of Labor.

**Physical Education.**

The newspapers after the finish of the fall athletic season seized avidly upon the charges and counter charges of the different principals and athletic directors of the southern high schools while they were throwing out the claims of different winners of certain athletic sections. The papers through their local correspondents, who were writing on space assignments, seemed to develop the theory of unsportsmanlike conduct upon the part of some of the school authorities. It simmered down, however, to the question of the ages of the players, a thing practically impossible to prove because of the non-enforcement of the law which requires that births be recorded. Again the question arose in the minds of those interested in school physical training: Was it for the game or for the name that those in charge of boy's athletic work were striving?

**Bad Blood in Athletics.**

Ending their teams' spirited contest for the city high school championship two crowds of the alleged high school supporters met on a Los Angeles down town street following the contest and for several hours tried the patience of the police department and of the pedestrians as well. In view of the fact that previously the same schools had been denied the right to meet one another on account of the disorderliness following the game, the recurrence of the affray bids fair to do much toward the end of interschool leagues in Los Angeles. The whole season in the south, in the opinion of many, has not added much to the glory of the present system of interscholastic championships in Southern California.

**On Their New Campus**

The Page Military Academy, under the direction of Superintendent Gibbs, is making considerable progress in the finishing of the campus of their $75,000 plant just off Pico Boulevard. The new site is situated near the city limits of Los Angeles on the Santa Monica branch of the Pacific Electric Railway. The school consists of six buildings surrounding a drill and athletic field standing on an elevation giving a fine view of the surrounding country. The La Brea oil pits, known for their deposits of prehistoric animals lie just east of the site. The fourteen acres which make up their grounds were once a part of the La Brea and La Cienga Rancho grants. It is the aim of the school to confine its enrollment to younger boys.

**The Case of the Chicago Teacher's Federation**

For the purpose of presenting more fully the case of the Chicago Federation of Teachers, affiliated with the Chicago Federation of Labor for the past thirteen years and for the unmasking of the forces which she feels is behind the present attacks on the Federation, Miss Margaret Haley is editing a monthly publication devoted to the different aspects of that controversy under the title "Margaret Haley's Bulletin." At its present stage the matter rests in the appeal of the Chicago Board of Education from the decision of Judge O'Connor of Cook county (Ill.) Superior Court, granting an injunction enjoining the board from enforcing the rule which was meant to suspend teachers belonging to certain organizations. This decision was directly opposed to the decision of the Ohio Appellate Court (Frederick V. Owen) in a similar case. In speaking of this decision Judge O'Connor said, "While it is true that an individual may employ union or non-union persons as he sees fit, the court is not of the opinion that the reasoning by the Ohio court is not sound as applied to the Boards of Education which acts as trustees of the public."

Other matters of interest to be gleaned from the reading of the Bulletin's presentation of the facts is that the rule of the board was passed by a 11-to-9 vote, and that after it was amended several times it still included a provision which would exclude teachers from belonging to any organization which has a paid officer or representative outside the teaching force. The court held that it would exclude teachers from belonging to the N. E. A. and the Illinois Teacher's Association.

If the same rule were adopted by Boards of Education in California cities it would exclude teachers from belonging to the California Teacher's Association, for that association has a paid officer, its secretary, who is not a member of the teaching force.

**The Death of W. G. Moberly**

The death of Principal W. G. Moberly of the Compton Union High School December third, following a short illness of only a few days, came as a shock to his many friends in Southern California. A career that meant much for the solution of secondary educational problems in this section was ended while at the height of its achievement.

Mr. Moberly came to Southern California to take charge of the development of the enlarged Los Angeles City playgrounds. He was assistant superintendent of that department and later took charge of the first socializing work of that system as director of Recreation Center. Going back into school work he was elected supervising principal of the Downey Schools and from there he entered into his work at Compton.

(Continued on page 6)

## Ten Minutes for Recess

Foreword—In securing humor for this column we have been very careful to select only those jokes which have been tried and found worthy. Should you fail to understand any of these gems of humor, just send us a letter requesting an explanation. Do not forget to enclose ten cents to cover cost of mailing. If you live in Lancaster, Holtville or Long Beach the costs of mailing will be twenty cents.

We have another delightful surprise for our readers!

You may now secure a beautiful two-by-four photograph of the editor of this column by sending one dollar to our offices, 443 Wesley Roberts building, Los Angeles. Photographs of the other members of our staff may be had for twenty cents.

**Joke Number One (Guaranteed by Ben Franklin).**

"Do you serve lobsters here?"

"Yes, sit down."

**Joke Number Two (Washington's Favorite).**

"What relation has marriage to divorce, in the eyes of the law?"

"Gen'lly comes first," said Mickey, the pessimist.

**Third Joke.**

Teachers' salaries.

Judging by the present state of affairs in Europe, it would seem that it often takes more nerve to stop fighting than it did to begin.

The most efficient instructor does not always receive the best salary, nor is he always the most popular teacher.

**Creestoffer Colombust.**

By a Mexican Boy of Los Angeles.

Creestoffer Colombust he sail aroun' de glob. De Azores Islands was behind him. In them days de other side of de ocean was far away. "What shall I do?" say de mate of de ship. "Sail on!" say Colombust. After while some bushes float by. "Look, George, them bush come from America!" Colombust yell at de mate. Soon Injuns run out on de beach and fall down to pray, becos he thinks Colombust come from heaven and his men is angels. Bot he soon find out diffrunt.

**Letters to the Editor.**

(This section is under the personal direction of Miss May B. Wright).

Dear Miss Wright:

I have two children attending school at the Nineteenth-street school in Los Angeles. I do not think that they are learning anything. What shall I do?

Sincerely,

MATTIE R. McBLINK.

Mrs. McBlink: Cheer up! There are lots of kids who can't learn anything.

* * *

Miss May b wright, madam;

six children of ours goes to Santa Fe avenue school of Los Angles them teachers spends all the time learnin the kids how to git grammer and spellin, they dont pay no attenshin to arithmatick,. Now we can learn the kids whut grammer and spellin they need at home and I want that them teachers should learn the kids more arithmatick, grammer come naturel to all of our famly

kindly send your advise

Mrs Sam McNoyes, 2324 Santa Fe ave, L. A.

Mrs Sam McNoyes: I have sent a copy of this letter to the Santa Fe avenue school teachers, and I think that they will know just how to treat your children hereafter.

* * *

We were going to report a recent Los Angeles City School Principals' meeting in this column, as it was really humorous, but we fear that the account would be censored.

* * *

The following votes have been cast in our contest to find who is the most unpopular person in history:

Nero, for whom dogs are named.66,783
A certain Wilhelm.....54,789
Mars, who runs an abattoir....53,566
Moham Dusti, inventor of geometry .....46,683

Other entrants are expected daily. There are plenty of eligibles.

**Finis.**

Aren't you glad? We are.

### NEWS AND VIEWS

(Continued from page 5)

Through the efforts of Mr. Moberly much was being accomplished toward the determination of the place and the scope of physical education in secondary schools. He was able to see the problem both from the viewpoint of the physical director and high school administration. As president of the Southern Section of the State Interscholastic Conference he was doing much toward standardizing competitive athletics.

As his death was a shock to his many school friends and associates it was as great a loss to the hundreds of little urchins of Los Angeles' "East Side," who feel that they have lost a big hearted friend in their old playmate "Mr. Moberly," who worked with them so long.

## From the School Window

**Habits of Schoolmen**

Habits are good for man unless they are bad; and some teachers are men. These are the texts.

The disagreeableness of most habits is their resemblance to the proverbial goat's horns of which it is hard to let go. Therefore the saying, "He has it."

There are manly habits; habits that belong to man; and habits that belong to men. In addition there are some habits that belong to men teachers. Some of these habits are allowable and some are not.

Men teachers are a sanctified group set apart for sacrifice as examples to their younger kind. There are several inconveniences inherent in this. One, which elsewhere would be in excess of this age, is the prohibition upon smoking.

The true male teacher should be full quarter-sawed, with heart of oak unfumed with tobacco, is the dictum.

Not that the truly masculine teacher may not, some say, enjoy the weed in the sanctities of his boudoir—provided he deodorizes his clothes and eats cloves thereafter. But to be seen upon the thoroughfare in tranquil, nicotined enjoyment—ah! There's the rub.

It is not a very edifying sight to see a teacher or other school official parading the streets or riding in a public conveyance with a big black cigar in his mouth tilted a la Barney Oldfield. There are examples and examples; also examples, you see.

Perhaps, smoking is not to be argued against in itself and directly. But this we must admit, that it is not to be taught to


# Ten Good Reasons

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V. to X. Is it necessary to give these?

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the young. We must backfire against that. Pity that every cigarette smoked does not inevitably burn at both ends.

If only youth were not such an imitator it might grow up unscathed in a world where its elders manufacture tobacco, and sell it and smoke it. But youth is an imitator. And it is the duty of his teacher to declaim against certain examples and to submit himself as a better one.

So of smoking. What of drink? Would a red ink nose be becoming on a pedagogue? And would a boy pupil, detecting his instructor's breath, have a tendency to be content with vigorous mince pie only?

On looking into a note-book, and also out the window—which by the way is of glass—other faults may be noticed as belonging sometimes to the schoolman. Among them are supineness, courage that truckles and sells to the upper man on the heap, and knowledge that is stultified and lies inert, or merely lies.

Should the list of faults be lengthened sufficiently, like the symptoms guaranteed to be disturbed by a patent medicine, we all, meaning those of the profession, would have some. Therefore it is best to stop. After all, it is not that we are so bad; but the reputations of teachers are like spelling. No praise is due them for being perfect; all horror be if there is one mistake.

## EDITORIAL

(Continued from page 4)

that live partly within and partly on the outside of the body, like the Sacculina, which live on the various kind of crabs.

**Application**

School Physicians who carry on private practice during school hours, teachers as insurance agents, as corporation stock agents, as book agents, etc.

4. Permanent Parasites—"Live for a whole lifetime on the body of their hosts."

**Application**

The application here is a little obscure. How would it do to refer it to those good people who get an easy berth in a school system early in life and who by their vacillant disposition manage to avoid opposition, yielding their own best thought here and there, failing to stand out for what they know to be right in fear of losing their positions, and who as the years roll on so lose their original individuality that they appear to be a real part of the host on which they subside?

5. Temporary Parasites—"Fleas leap off on a dog apparently as caprice dictates, or as in other cases the parasite may pass some definite period of its life as a free non-parasite animal, and remaining there for the rest of his life."

**Application**

People who have made failures in other walks of life and who get on the school payroll to pass their declining years.

6. Obligate Parasites—"They are dependent wholly on one certain kind of host."

**Application**

People dependent on personal favoritism or political service for their retention or promotion.

7. Faculative Parasites—"These may indeed be able to go through life as free living non-parasite animals, although with opportunity they live parasitically."

**Application**

The term and definition suggest it.

"In nearly all cases the body of a parasite is simpler in construction than any other animal, which may be closely related to it. This simplicity is not primitive but results from the loss or atrophy of the structures which the mode of life renders useless. Altogether the body of a fixed permanent parasite is so simplified and so wanting in all those special structures which characterize the higher, active, complex animals, that it often presents a different appearance from those animals with which we know it to be closely related.

"The simplicity of parasites does not indicate that they belong to the groups of primitive simple animals. The simplicity is the result of degeneration, a degeneration that has been brought about by their adoption of a sedentary, non-competitive parasitic life. Throughout the animal kingdom loss of the need of movement is followed by the loss of power to move and all structures related to it.

"We are accustomed, perhaps, to think of degeneration as necessarily implying a disadvantage in life. A degenerate animal is not considered to be the equal of a non-degenerate animal and this would be true if both kinds of animals had to face the same conditions of life. The blind, footless, simple, degenerate animal could not cope with the active, keen-sighted highly organized non-degenerate animal in free competition. But free competition is exactly what the degenerate wants nothing to do with. Certainly the Sacculina lives successfully; it is well adapted to its own peculiar kind of life. A parasite enjoys obvious advantages in life, and even extreme degeneration is no drawback, but rather favors it in the advantagiousness of its sheltered and easy life. As long as the host is successful in eluding its enemies and avoiding accident and injury the parasite is safe. It needs to exercise no activity or vigilance of its own, its life is easy as long as the host lives. But the disadvantages of parasitism and degeneration are apparent also. The fate of the parasite is usually bound to the fate of the host. But far more important than the disadvantage in such particular, or individual cases is

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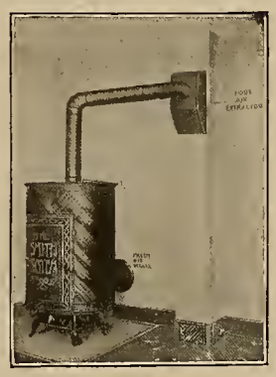

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the fact that a parasite cannot adapt itself to any considerable degree to new conditions. It has become so specialized and so greatly modified and changed to adapt itself to one set of conditions under which it now lives; it has gone so far in its giving up of organs and body parts, that if present conditions should change and new ones come to exist, the parasite could probably not adapt itself to them. The independent active animal with all its organs and all its functions intact holds itself, one may say, ready to adapt itself to any new conditions that may gradually come into existence. The parasite has risked everything for a sure and lazy life under the present existing conditions; change of conditions means its extinction."

The quotation of so long an article and from such a source could not be justified in an educational journal were it not for the fact that the same fundamental principles that operate in the animal world hold good also in the mental. We are not charging our fellow workers in the cause of education as being parasites and degenerates. We are all apt to choose the path of least resistance and such a path usually leads to parasitism and degeneration. So many of our good school people keep extremely active until they get into good positions where they simply sit and live until some convulsion jars them into oblivion. They expect their hosts to "take care of them," as the expression goes. A school principalship becomes the shelf whereon ambition rests. Others get on the backs of their inspiring hosts and merely peep at passersby. We all yield more or less to this parasitic tendency. The results so apparent in the animal world are obscure in the mental, but none the less real. We can't cheat nature in her inexorable laws of life and development.

## SUMMARY OF PROCEEDINGS OF THE STATE BOARD OF EDUCATION, DECEMBER 6TH TO 11TH.

Dr. Stone was prevented by illness from attending this meeting.

Reorganization of Board resulting in election of Mr. E. P. Clarke, president, and Mrs. O. Shepard Barnum, vice-president.

President Clarke announced the following committee appointments.

Legislation—Mrs. Ray, chairman; Mr. Harris, Mr. DeMotte, Mr. Whitmore, Mr. Clarke.

Textbooks—Mr. DeMotte, chairman; Mrs. Barnum, Mrs. Ray, Dr. Stone.

Normal Schools—Mrs. Barnum, chairman, Mr. Harris, Dr. Stone.

Credentials—Mr. Clarke, chairman; Mrs. Barnum, Mr. Whitmore.

Accreditation—Mr. Harris, chairman; Mrs. Barnum, Mr. DeMotte.

Vocational—Mr. Harris, chairman; Mrs. Ray, Mr. Whitmore.

Publicity—Mr. Whitmore, chairman; Dr. Stone, Mr. Clarke.

**Retirement Salary Board Committees.**

Retirement Salaries—Dr. Stone, chairman; Mr. DeMotte, Mrs. Ray.

Investments—Mr. Whitmore, chairman; Dr. Stone, Mr. Harris, Mr. Clarke.

The date of the joint meeting of the State Board of Education and the presidents of the State Normal Schools was set for Monday, April 9th, to be held in the offices of the Board, 417 Union League Building, Los Angeles.

The secretary was instructed to furnish copies of the summary of proceedings following each meeting of the Board, to each Board member, the Superintendent of Public Instruction, the three Commissioners of Education, The Western Journal of Education, The Sierra Educational News and Judge W. H. Langdon.

In answer to the advertisement of the Board, the following books were submitted for adoption as texts in reading for the third, fourth and fifth grades:

The MacMillan Company—The Golden Rule Readers, American School Readers, Child Life Readers, Baker-Carpenter Readers.

Row, Peterson & Co.—Reading Literature Readers.

Miller & Albrecht—The Eaton Readers.

Silver, Burdett & Co.—Progressive Road to Reading, Stepping Stones to Literature.

Rand, McNally & Co.—Holton-Curry Readers.

D. Appleton & Co.—Carroll & Brooks Readers.

Doub & Co.—Life and Literature Readers.

The opening of bids was postponed until a later meeting.

Contracts with Row, Peterson & Co. and Rand, McNally & Co. for books previously adopted, were approved.

To settle the question raised against the ninth grade in the Normal Training Schools, the following resolution was adopted:

"Whereas, The State Board of Education at its September meeting adopted a resolution providing that the status quo be maintained in the several normals of the State until the April meeting of the Board for the consideration of rules and regulations for the government of the normal schools.

Resolved, That the provisions of this resolution be interpreted to extend to the courses of study of the several model and training schools, including ninth grade courses of study, where such courses have been established, and that such courses of study be and the same are hereby approved for the year ending June 30th, 1916.

The State Normal Schools were assured that the State Board would not interfere with present plans for summer sessions in 1916.

The printing of new editions of the following textbooks was authorized:

Introductory Geography....25,000
Brief History.....25,000
Elementary Arithmetic.....25,000
Speller Book II.....15,000
Speller Book I.....25,000

The secretary was instructed to request through the Blue Bulletin the return of copies of "The Speller for the Use of Teachers," which had been distributed, inviting annotation and general comment.

Commissioner Will C. Wood was authorized to compile for publication a high school directory, and have an edition of one thousand copies printed.

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HAS ADOPTED

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Long Beach

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Ginn & Company

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The Commissioners were authorized to distribute in such manner as might seem advantageous, surplus specimen textbooks to the State institutions at Ione, Whittier, San Quentin, Folsom or other places where they might be used.

A resolution was adopted authorizing certain revisions in bulletin No. 10, the same to be revised and reprinted at once.

The following resolution was adopted to correct an apparent injustice being done to certain students in the State Normal Schools:

Resolved, That in order to meet the emergency created in the matter of the issuance of State Credentials in Special Subjects by the recent change in the law placing the control of these credentials in the hands of the State Board of Education, the Board hereby authorizes the officials of California educational institutions authorized to recommend for special certification teachers of special subjects, to permit, in their discretion, students who lack one year of meeting the requirements of the State Board of Education for the special certificate, to do the last year's work for the special credential in the period included between December, 1915, and September 1, 1916, provided that the minimum time spent in such work shall be twenty weeks.

A resolution was adopted amending the lists of subjects in which the various institutions of this State were authorized in September to recommend graduates for special certificates.

The Legislative Committee presented a formal report, showing that every suggestion for desired legislation from whatever source was recorded and definitely acted upon during the last legislative session. Report showed that 181 education bills were introduced, 57 were passed by the legislature, and 42 signed by the Governor.

A resolution approving a tentative plan submitted for the codification of the school law was adopted, and the Legislative Counsel Bureau instructed to proceed with the work as outlined. A special committee was named consisting of the secretary, the Committee on Normal Schools and the three Commissioners of Education to formulate a plan for investigating courses of study and textbooks of the California State Normal Schools, and submit the same to the joint meeting in April.

The State Board Recommendation of of Special Fitness for the Health and Development Certificate was granted to the following physicians:

Annie S. Bullock, Alhambra; Francis M. Collier, Los Angeles; Gladys Patric, Los Angeles; Lulu H. Peters, Los Angeles.

State Board High School Credentials were granted to the following applicants:

Helen G. Abbott, Santa Barbara; Carl L. Anderson, Corcoran; Alice L. Bates, Los Angeles; Emma K. Bates, Los Angeles; Lotta L. Bland, San Jose; Stella A. Chappell, Berkeley; Virginia F. Church, San Diego; A. E. Culbertsen, San Jacinto; Florence D. Diment, Mill Valley; Martha Dobbin, Berkeley; May Downing, Bishop; Thomas E. N. Eaton, Redlands; Arthur B. Forster, Los Angeles; Howard R. Gaines, Anderson; Helen C. Gilliland, Pasadena; Julia M. Graham, Oakland; Frances Hays, San Bernardino; Theodore S. Hook, Gardnerville, Nev.; Isabelle A. Hoyt, Willits; John A. Lenahan, San Francisco; Jewel E. McCoy, Sacramento; Clara V. MacDonald, Los Angeles; Roy Malcom, Los Angeles; C. H. Marsh, Monrovia; John A. Marshall, Rocky Ford, Col.; Zeta Cook Mayhew, Greensboro, N. C.; A. C. Minear, Los Angeles; Ethel L. Norton, Oakland; Deborah O. Pearsall, Los Angeles; Ethel M. Pratt, Berkeley; Frederick Reed, Los Angeles; Esther Silverman, Paso Robles; Mariella Stanton, Berkeley; Lucia Stromgren, Berkeley; Ernest O. Talbott, Martinez; Lillian E. Waite, Los Angeles; Ida M. Waller, Delphos, Ohio; Mollie L. Weiss, College View; Mamie E. Wood, Los Angeles; Ruth Young, Upland.

A resolution was adopted carrying certain amendments to Bulletin 11, Regulations Governing Certification of Teachers of Special Subjects, the bulletin to be reprinted immediately, as revised.

The authority delegated to the secretary and commissioners in the matter of issuing credentials in special subjects, was continued until the next meeting of the Board.

A resolution was adopted releasing Mr. Luther Parker at the request of the Commission on Immigration and Housing.

A resolution was adopted providing that applicants for high school credentials or State credentials in special subjects may hold the required personal interview with any member of the Board, with the Superintendent of Public Instruction, or with any of the Commissioners of Education.

It was decided to print the new primer in three colors, and the first and second readers in two colors.

The Board adjourned to meet in Sacramento in special session January 11th.

**Business of the Retirement Board.**

The Board approved the purchase of bonds of par value of $188,000, paying, with accrued interest, $192,949.33.

The secretary was instructed to secure supplemental information in addition to physicians' reports, in connection with all future applications for retirement salary under section 14.

The request of Annie L. Morrison to have her application for retirement salary reconsidered, was denied.

The application of Vera M. Percival, secretary of the Berkeley High School, to be rated as an educational administrator for the purposes of the retirement law, was approved.

A conference was held with Mr. John F Nourse, Deputy Attorney General, resulting in instructions to demand payment of all annuitants retired under section 14 of the law, of the balances due the Teachers' Retirement Fund, before the retirement salary could commence to accrue. It was decided that this policy be inaugurated after the payment of retirement salaries due on January 1st.

Retirement salaries due January 1st, amounting to $32,021.39, were ordered paid.

Retirement salaries at the rate of $500 per year were granted to the following teachers:

Mattie J. Graebe, San Jose; J. B. Hankenson, Santa Barbara; Sallie V. Kyne, Elkridge, Md.; Charles A. McCourt, Fresno; Louise Maccord, San Francisco; Annie J. Neary, Sacramento; Elizabeth M. Perkins, Camp Meeker; J. G. Smale, Raymond; Elizabeth G. Stout, Berkeley; Mrs. Kate L. Thornton, Los Angeles.

Retirement salaries in proportion to the number of years of service, were granted to the following teachers, subject to the payment into the permanent fund of the balances required by law:

Louis C. Christie, Berkeley; Mrs. A. W. Clothier, Larkspur; Matilda E. Enkle, San Francisco; Nina Herbert Foulk, Berkeley; Mrs. Sarah O. Howell, Paynes Creek; Mary E. Norton, Los Angeles; J. N. Thompson, Hollister; Mrs. Mary D. B. Weeks, Santa Rosa; Sophie L. Wigand, San Francisco.

The Board adjourned to meet in special session January 11th.

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Combings Made Up

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San Francisco, Cal. (Two Doors North)

**THE FRESNO CONVENTION.**

In compliance with section 1752 of the Political Code, Mr. Will C. Wood, Commissioner of Secondary Education, has arranged for and held the State Convention of California high school principals, from December 20 to 22 inclusive.

The program was large and covered many problems that confront the high school principal.

On Monday evening, the twentieth, the members of the convention were the guests of the San Joaquin Valley School Master's Club at a dinner given at the Hotel Fresno.

* * *

Results of exposition visitation by people outside the State is reflected in the increase in applications of non-residents for the State high school certificate. At its December meeting the State Board of Education handled a large list of such cases, and positively hundreds of others were dismissed before reaching the application status, as too far below the California standards even to warrant consideration.

# The Western Journal of Education

HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Teacher Edison School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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324 Phelan Building, San Francisco, Cal.
Entered at San Francisco Post Office as second class matter.


## Education Notes

Dr. David Starr Jordan lectured at six different points in Ventura county during the last week of September. This was the first series of local teachers' institutes for the year 1915-16.

* * *

The American School Peace League offers two sets of three prizes of seventy-five, fifty and twenty-five dollars, for the best essays on "The Opportunity and Duty of the Schools in the International Peace Movement," open to seniors in the normal schools, and on "The Influence of the United States in Advancing the Cause of International Peace," open to seniors in the secondary schools. The essays should be 3,000 words in length, and not exceed 5,000 words.

The award of the prizes will be made at the annual meeting of the league in July, 1916. For information address Mrs. Fannie Fern Andrews, secretary, American School Peace League, 405 Marborough street, Boston.

* * *

A free moving picture show is given every night at the Public High School of Santa Rosa, Cal.

* * *

Children in the public schools of Chattanooga, Tenn., draw maps of South America on which they indicate by marks all places where goods manufactured in their city are sold.

* * *

Country schools in Washington State are specializing in warm lunches. The teachers are trained in household arts and the school lunch is used not only to better the physical condition of the pupils but to teach domestic science.

* * *

Boys of Williamsport, Pa., are to have a college opportunity that boys in other cities may well envy. Through the will of the late A. D. Hermance, funds are eventually to be made available sufficient to give every deserving graduate of the high school $500 a year for four years while attending Cornell University.

* * *

Many of the smaller city schools are adopting progressive measures in advance of the larger city systems. Hays City, Kans., has a free dental clinic, free medical inspection, social center, community music, supervised playgrounds, and organized athletics. State and municipality have gone in partnership in Hays City; the entire city school system has been turned over to the Fort Hays Kanas State Normal School for use as a "pedagogical laboratory."

* * *

The Ontario Department of Education recently announced that future examinations in English, Canadian and European history will contain one or more specific question dealing with the present European war. It is announced that "an adequate knowledge of the topics in question shall be required as one of the tests of promotion from grade to grade." The minister of education for Ontario urges that "generously disposed citizens and school boards offer prizes for essays on one or more phases of the present struggle."

* * *

Milwaukee has installed 25 of the finest type of pool or billiard tables in its public school buildings.

* * *

A Janitors' Institute was recently held in Salt Lake county, Utah, under the direction of the county superintendent of schools. Several problems of school janitor service were discussed and the meeting went on record as favoring special training for school janitors.

* * *

In every one of the 54 grammar schools, of Portland, Oregon, there is a Parent-Teachers' Association. Men as well as women are members of these associations, and three have business men as presidents. School excursions form an important feature of the work. Brick yards, lumber yards and chair factories are visited by the pupils. A committee of 16 men have special charge of this work, one of whom accompanies the children on every trip.

* * *

The bay section of the California Teachers' Association will convene in San Francisco April 17 to 20, 1916. President A. J. Cloud says it has been customary to hold the meeting during the Christmas vacation, but the change of date will benefit the section, especially as regards attendance.

Many teachers have found it impossible to attend on account of home gatherings during the holidays. Others desire a complete rest from all school affairs at that time. For these and other reasons the change has been made.

* * *

Phillip George, who has been teaching the young idea how to shoot at the Milpitas school, located between King City and the coast, Monterey county, finds Spanish a valuable asset in teaching the school, as thirteen of his pupils speak it fluently and the other scholar, a young Swiss boy speaks neither English or Spanish.

### EQUAL SUFFRAGE IS BOUND TO COME

But in the meantime it is a long weary while to wait, and who can blame those who have worked so nobly to carry the cause to victory, for feeling disappointed at Eastern elections?

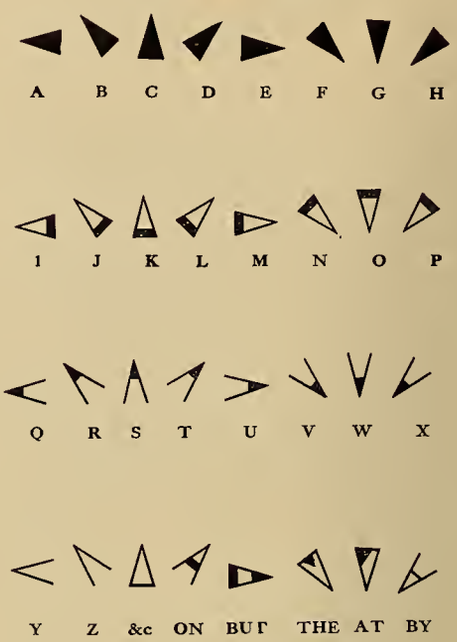
Our boys ought to be trained to an intelligent and sympathetic understanding of what equal suffrage really is.

The very fact that the old term "Women's Rights" has given way to the newer and more comprehensive expression "Equal Suffrage," is in itself sufficient evidence of how much more comprehensive and non-antagonistic is the movement of today.

As Carrie Chapman Catt rightly says: "Women are not in rebellion against man. They are in rebellion against worn-out traditions and against superstitious relics of bygone ages. It is a battle between the men and women who have seen the vision and those who have not."

* * *

### A Universal Alphabet.




A new alphabet, illustrated above, which the inventor, John Hanlon, calls a universal alphabet, is making its appearance upon the educational horizon. Whether such a system as the above would lessen or increase the labor of teaching the very young child to read and write the alphabet is a question.

The alphabet is composed of four fundamental characters pointing eight ways, with your cardinal and intermediate points of the compass. By having curved characters with the above, we have 64 points of understanding. With the last six characters is embraced the idea of a single character for articles, conjunctions, prepositions, etc.

The first eight characters can be made into a colored alphabet, contrasting colors to work the distinctions.

At present a rubber stamp is used, with color pads and ruled paper in one half-inch squares. This is to teach the child the common alphabet, primary colors, map directions, and how to use his hands at the same time. The plain and colored alphabets, and rubber stamp work was on exhibition at the P. P. I. E. but was not entered for a prize.

Teachers who are interested in this new plan can address J. Hanlon, 183 Peabody street, San Francisco, Cal., for instructions, literature and some sample material.

* * *

"The Girl and the Kingdom," written by Kate Douglas Wiggin, was presented to the Los Angeles City Teachers' Club to create an educational fund to be used in part for the literary campaign of the California Federation of Women's Clubs.

It is the story of the author's work and experience in creating and opening the first public kindergarten at San Francisco, the first in fact west of the Rockies. This story has all those human and humorous qualities which made the works of this author famous.

## PROPOSED NEW SERIES OF GRAMMAR SCHOOL GEOGRAPHIES.

By Dr. H. W. Fairbanks, Berkeley, Cal.

The plan of the work was developed by the author as a result of a recent visit of two years in Europe during which the methods of teaching geography and the text-books employed in the leading countries were studied. The conclusion was formed that the best practise, as well as the best books, is to be found in the German schools.

The two distinctive features of German school geography are the emphasis laid upon the home and native land, and the use of an atlas separate from the text. These two ideas were, before the war, spreading through Switzerland, France and England. In the author's opinion they are sure to find acceptance in the schools of the United States.

From the point of view of method, illustrations and maps, the newer German school geographies are in advance of those of any other country.

The text-books of Prull and Fritsche are to be especially commended. The former insists upon the importance of taking up the subject matter from the standpoint of natural geographic regions, instead of from that of political boundaries. The latter emphasizes what he calls the "biological method."

Fritsche has worked out a most remarkable series of geographies for the lower schools. It is the method of this teacher that the author has attempted to carry out in the new series of school geographies.

The biologic method of Fritsche is a radical departure from that employed in any of our books. All facts are developed from the standpoint of the earth as an organism and from the relation which they bear to human experience. A mountain is not studied primarily as a physical feature of the earth, but rather from the standpoint of the people who live at its base or upon its slopes.

It is proposed to present the new series in three books beginning with the fifth grade. This corresponds to the three-book series of the newer German texts. The following would be an outline of the course in the elementary schools:

Third and Fourth years—Informal geography with the use of geography readers, home geography, excursions, development of an understanding of the meaning of maps and very general discussions about the world sufficient to give an orientation.

Fifth year—The first year of formal geography; the home state and surrounding states as far as they are intimately related to the home state; that is, in as far as they form with the home state a natural geographic region.

Sixth year—The United States and other parts of North America, emphasizing most what is most closely related to the home and native land.

Seventh year—Europe and the other parts of the world in the order in which they are of the most importance to the United States.

Such a course follows the order of presentation in the best German schools and, like it, emphasizes the home and country. It gives a minimum of attention to those countries which are likely to be of little value to the pupil.

This series of texts will require the beginning book, that for the fifth year, to be different for each natural geographic region in the United States. For example, one would be required for the plateau states, another for the upper Mississippi Valley states, etc.

Our present texts are, without any exception, poorly arranged, defective in method, and unsuited for use in any part of our country except in New England. Every course of study which follows the texts begins with New England, no matter where the school may be situated. This is absurd and illogical. The publication of state supplements as a remedy for this defect results in a totally inadequate presentation of the region which is of the most importance to the pupil. These supplements are bound in with the main volume and placed at the end, thus illustrating the slight value which is generally attributed to them.

It is proposed farther, as another departure from the universally accepted plan used in the United States, to bind the maps in a separate volume called an atlas. There is not a single series of geographies in the German schools with the maps and text in the same book. Moreover, there is not a single series of atlases in use in the German schools which have as poor maps as do our books.

Our geographies all follow the older method of the French and Swiss schools in distributing maps of an inferior quality through the text.

An atlas separate from the text has the following advantages:

1. The maps can be presented on a scale of sufficient size as to make them clear and easily understandable.
2. The atlas can be more easily preserved as a handy book of reference when not encumbered with the text.
3. The text can be bound in the usual book size when not accompanied by the maps. Maps placed upon pages of such size are practically worthless.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4. When atlas and text are bound separately, neither volume is so heavy and unwieldy as when the two are bound together.

5. One atlas bound in two parts (in Germany the atlas is bound in three parts) will answer for the whole grammar school course. The first part of the atlas should contain maps of the state or group of states taught in the fifth year.

The atlases which may be taken as models are the following:

Fischer and Geistbeck, Stufenatlas, three parts.

Atlas Munchener Volkschulen, three parts.

Loreck & Winter, Bayerischen Atlas, three parts.

Diercke atlas, one part.

The coloring and clearness of the maps in these atlases are to be particularly commended. They are far in advance of any of the maps in the texts used in our country.

There is no good reason why our children should not have as good maps as the German children. The slightly increased expense of a separate atlas should not deter us from providing it. If the peasantry of Germany can stand the expense, we should certainly be able to do so.

The first part of the atlas to accompany the text on California would form a light thin volume containing about the number of pages in the first part of the Fischer Geistbeck Atlas.

The author of the new series has published the following books:

Practical physiography for high schools.

Western United States:—A geographical reader.

A geography of California — teachers' handbook.

Rocks and Minerals.

Stories of our Mother Earth.

Home Geography—A primary book.

Soon to be published: A primer of Conservation.

## WHO THE GRIMM BROTHERS WERE

"Uncle George," said Alice one evening, as she climbed into her uncle's lap, "Where do all the fairy stories come from?" Uncle George knew almost everything. Alice felt sure that he could tell her. "Well," said Uncle George, "Somebody made them up, I suppose."

"But who made them up?" asked Alice. "Did the Grimm brothers make them up?"

"No, Miss Question Mark, the Grimm stories are folk tales. Nobody knows who made them up. They are hundreds of years old. Your mother told some of them to you when you were a very little girl. Your grandmother told them to your mother when you mother was a little girl." "Oh, dear!" said Alice. "That was a long time ago."

"Yes, but that isn't anywhere near the beginning. Mothers have been telling these same old stories about the Queen Bee, and Hans in Luck, and Snow White and Rose Red to their children for—nobody knows how long. In the old days when people began to tell them, everybody believed in fairies. We know better than that now, but the stories are so good that we like to hear them still."

"But how did the Grimm brothers get so many of them, and who were the Grimm brothers, anyway?" asked Alice.

"That is an interesting story in itself," said Uncle George. "Jacob and William Grimm lived in Germany about a hundred years ago. They both loved books and had a great room full of them, which they kept together, and which they used to read and study. But they could not find in any of their books the fairy tales which their mother and some of their old friends had told them. That seemed too bad, because they both thought those stories were as good as any in the books. 'Let us gather together all the old fairy tales which we can find and make a book of them,' said one to the other. So it was agreed. But where do you suppose they found them?"

"That is easy," said Alice. "They remembered them."

"They remembered some of them, but there were others which they had never heard. So they traveled through the country and talked with the old men and women. When they found a man or woman who knew any of these old stories, they asked to hear them. Then they wrote the stories down in a book."

"That must have been fun," said Alice.

"It was fun. The one who helped them most was a country-woman about fifty years old. She had large bright eyes and knew more stories than you can think. She remembered all that she had ever heard. She loved to tell them, and the Grimm brothers loved to hear them. They wrote them down as fast as she told them. Sometimes they asked her to tell them again, but she always told them the same way. Many other people helped the Grimm brothers to find these old folk tales. At last they gathered together two hundred of them and put them in a book. That is what we call Grimm's Tales."

The above is a reprint of the first story from Young and Field's third reader, published by Ginn and Company. It is as pretty an introduction as could be devised for such a book, and a tribute to the Grimm brothers so beautiful for its simplicity.

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## Book Notes

"Storied Walls of the Exposition," by Katherine Delmar Burke.

Here the story of the exposition is told in word and picture. The pictures, that is to say, the one-time reality which will soon cease to be, many of us are acquainted with; the magnificent walls and towers, arcades, arches, courts, friezes, statuary, symbols and symbolisms we have seen and almost worshiped with mute admiration. But the thousands of forms into which has been wrought this decoration of wall, tower, arch, doorway and colonnade has each a story or romance or interpretation of its own, and that is the gem we find in Miss Burke's little book. Long after the walls of this wonderful creation have ceased to stand, we can take that book and revel in the delight of beautiful memory refreshened, explained and interpreted in its pages.

* * *

"Contrast in Shakespeare's Historical Plays," by Brother Leo.

A dissertation submitted to the faculty of letters of the Catholic University of America in partial fulfillment of the requirements for the degree of Doctor of Letters. The dissertation is an investigation of Shakespeare's English historical plays in an effort to discover to what extent the dramatist has shaped his materials according to the principles of dramatic contrast. The dissertation is masterly. It is less a criticism than a contrast, based upon an interpretation of various theories of the drama, and of the various theories of dramatic construction as followed by the world's leading dramatists.

* * *

"Readings in American History," by David Saville Muzzey, Ph. D., Barnard College, Columbia University, New York; published by Ginn & Company, Boston, Mass.; price, $1.50.

This volume is a source book covering the development of America as a nation. It avoids the two extremes often found in other one volume source books on American history of either specializing in diaries and epistles, and leaving out the important political and constitutional documents or opinions of statesmen, or giving nothing but such political and constitutional extracts at the expense of the vitalizing background which the more personal form of records can furnish. The volume draws on diaries, letters, memoirs, acts of congress, executive documents, books of travel, constitutional treatises, opinions of the courts, industrial and economic reports, manifestoes, and even an authoritative secondary material such as De Tocqueville and H. H. Bancroft.

The book is planned a companion volume to Muzzey's "American History," and there are numerous cross-references to be found, but as a matter of fact, the book could be used equally well as a companion volume to any standard text on American history.

"A Handbook of Elementary Sewing," arranged by Etta Proctor Flagg, supervisor of Home Economics in the Los Angeles City Schools; published by Little, Brown and Company, Boston, Mass.; price, 50 cents.

This book has been principally worked out to meet the conditions and requirements of city schools, and may be used satisfactorily as far as the seventh grade.

"En France," by C. Fontaine, assistant professor of romance languages in Columbia University, New York; published by D. C. Heath and Company, Boston, Mass.; price, 90 cents.

The text is primarily intended as a reader, written in correct, idiomatic French, but in view of the tendency in recent years toward the teaching of the spoken language, the book has been made complete, and in accordance with all modern demands, by the inclusion of conversational exercises.

The questionaire affords ample exercise for either written or oral work, and the vocabulary is complete.

* * *

"The Wheat Industry," by N. A. Bengston, A. M., and Donee Griffith, A. M., published by the Macmillan Company, New York, N. Y.

The scope and material of this book, designed for use in a class room, and to give as thorough a knowledge of the wheat industry as such a book, and so extensive a subject will permit, is perhaps the best that has ever come from the press.

The wheat industry is the noblest in the world, and a thorough knowledge of its pursuit and the manner of its pursuit not only here but in all parts of the world, is of vital importance. This subject is in line with various other industrial subjects, whose need has been recognized, and whose development will ever increase the efficiency of school work.

* * *

"The Alhambra," by Washington Irving; edited by Edward K. Robinson; illustrated by Norman Irving Black; published by Ginn & Company, Boston, Mass.

The text of this volume has been taken from Irving's revision of his first work. In order to bring the work within the compass of any age or class of readers, a few chapters, not entirely essential to the narrative, have been omitted, and slight abridgements have also been deemed advisable in a few places.

* * *

"Nixie Bunny in Holiday Land," by Joseph C. Sindeclar; illustrated by Helen Geraldine Hodge; published by Beckley-Cardy Company, Chicago.

This is the third book of the series, a fascinating story about the holidays. It relates the story of the visit to Holiday Land of Mr. and Mrs. Nixie Bunny Cottontail, and their two grandchildren, from Labor Day throughout the year to the Fourth of July. A good object is served in learning the meaning of the holidays. The stories are interesting and the colored pictures are delightful.

* * *

"The Brown Mouse," by Herbert Quick, published by the Bobbs-Merrill Company, Indianapolis.

The book is of vital importance to the American public. It is an interesting story woven about a very important subject—rural education. The author tells the story of a Lincoln-like farm hand, a genius in blue jeans, who upsets an Iowa district, and in the end the whole country, with a new kind of rural school. There is much in the story that could receive practical application, and the reading of the book would be a certain benefit to many a rural school trustee.

* * *

"Masterpieces in Art," a manual for teachers and students; by William C. Casey; published by A. Flanagan Company, Chicago.

This manual is the outcome of the author's studies in various art courses and his experience as a teacher in the elementary and secondary classes. The plan of the book consists of a study of a number of masterpieces. Such study includes first the story or interpretive introduction, then the appreciative and technical study, and questions. There are also studies of pictures for the kindergarten and intermediate pupils, although such studies consist of only the story and a few questions.

The questions appended to the various subjects and studies, are designed to aid the pupil in an endeavor to develop the story. Likewise it leads to a discussion of the essential principles of paintings, and especially "Supreme Motive," is studied at some length. Art is personal; and in that personality lies the genius. This material will serve to give the more advanced student an insight into some of the art principles which will help him in laying the foundation for a broad appreciation.

* * *

"Swiss Family Robinson," new edition edited by J. H. Stickney, illustrated by Charles Copeland, published by Ginn and Company, Boston, Mass.; price 50 cents.

It would be difficult to find anyone to whom the Swiss Family Robinson are not familiar characters. The present edition of the story omits much of lengthy and detailed explanation, such as dwells upon facts well known to our school children and whose lengthy discussion might in certain cases become tiresome.

The fine open type pages of this book and its excellent illustrations render the edition unusually attractive. The high moral tone of the book renders it especially valuable for supplementary reading.

* * *

"The Practical Conduct of Play," by Henry S. Curtis, former secretary of the Playground Association of America; published by the Macmillan Company, 66 Fifth Avenue, New York. Price, $2.00.

This book is the outcome of the author's varied experience in playground work in both this country and abroad. The volume is intended as a text-book for those who are preparing themselves for playground positions. It is also a practical manual for all who have to do with the organization of play or playgrounds, and deals with many problems that present considerable difficulty in their organization or conduct.

* * *

"The Story of Young George Washington," by Wayne Whiple. Published by Henry Altemus Company, Philadelphia. Price, 75 cents.

It is an inspiring story of the national hero's career, with many touches and stories of his private life that give an insight and intimate knowledge of the man as well as the national hero. The story is written by an experienced hand at story-telling and should find its place in every home library, and in every school library as well.

* * *

"Principles of Composition," by Percy Boynton, Associate Professor of English in the University of Chicago. Published by Ginn & Co., 29 Beacon St., Boston, Mass.

This book is intended for advanced work in high schools and for freshman college work.

The first half of the book deals with the elements of composition in chapters on What to Write About, The Whole Composition, The Paragraph, Sentence Clearness, Sentence Interest, Diction, and Letter Writing. The second half treats the forms of discourse with chapters on Exposition Argumentative Writing, Description, Narration, and Literary Criticism.

Throughout the book clearness and interest are emphasized as essential features of effective writing. The varied illustrative material is drawn in part from the classics, but also to a considerable degree from contemporary writers. Under the latter head are included not only excerpts from well known books, but a large number of quotations from student themes. The best point of the volume, however, is its refreshingly different and vigorous treatment. It is not imitative, and does not follow the chosen route of preceding volumes for fear of presenting a new treatment of the subject. It embodies the author's own successful experience at the University of Chicago, and is addressed directly to the student and written from his point of view.

* * *

"Elementary Algebra," first year course, by Florian Cajori and Letitia R. Odell. Published by the Macmillan Company, 66 Fifth Avenue, New York.

The treatment of the subject in this book is rather simpler than in others, by maintaining a more intimate connection between algebra and arithmetic, and the omission of certain terms and notations deemed by the authors to be redundant. A careful selection of problems and the entire omission or sparing use of topics involving the abstract concepts of mechanics, simplify the subject as much as is possible.

* * *

"Soils and Plant Life," by J. C. Cunningham and W. H. Lancelot. Published by the Macmillan Company, 66 Fifth Avenue, New York.

This publication represents a desire on the part of the author to present a first study in agriculture for rural, grade and high schools, based upon a sound but rather neglected educational principle, namely, to create and stimulate voluntary efforts upon the part of the pupil. The text practically covers the subject of botany as related to agriculture and can be so rearranged as to suit local needs and conditions.

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"Porta Latina," a reading method for the second year; fables of La Fontaine in a latin version, by Frank Gardner Moore. Published by Ginn & Company, Boston, Mass.

The text is intended for the second year, and consists of fifty fables from the French of La Fontaine. While many of these fables will be thought rather easy for second-year work, yet it is necessary to begin with simple material in order to acquire the habit of translating latin intelligently, with attention centered upon the meaning of the phrase and clause, and not as pupils were wont to do in the first year: to piece together a number of translated words into a barely intelligible sentence.

* * *

"Sure Pop and The Safety Scouts," by Roy Rutherford Bailey. Published under the auspices of the National Safety Council. World Book Company, Yonkers-on-Hudson, New York.

The National Safety Council has directed the preparation of this book to bring children to realize the manliness of caution and the importance of courtesy and consideration. That there is much room for improvement in this respect in many of our boys is unquestionable, and it is doubtful if a more telling method could have been devised, than through the all-popular Scout movement, whose semi-militaristic nature naturally appeals to every normal boy.

* * *

"Practical Zoology," by Robert W. Hegner, Ph.D. Published by the Macmillan Company, 66 Fifth Avenue, New York.

The book is intended for use in secondary schools, and includes material constituting practically a year's work. This work treats the subject not only from the economic side, but also with due regard to its intellectual value, and bears in mind the necessity of presenting the subject in a way to interest the student.

* * *

"Rural Denmark and Its Schools," by Harold W. Foght. Published by the Macmillan Company, 66 Fifth Avenue, New York. Price, $1.40.

This book contains the rewritten and considerably enlarged bulletins issued previously by the author through the United States Bureau of Education. It presents the key to Denmark's success in reconstituting itself after aggressive and ruthless neighbors had torn from her possession her choicest provinces and abandoned her to her own care, a war-crippled and almost bankrupt nation. Within two generations this nation so reorganized herself as to take an honorable place among the producing nations of Europe. This great work was brought about by a most remarkable school system, which furnishes a broad culture and thorough technical preparation to every man, woman and child living in its rural districts.

With the transition which our own rural life is undergoing under the pressure of various economic influences, our rural school system likewise must change to accommodate and aid that transition. It would not be desirable to transplant to our shores the school sytem of Denmark, excellent though it be, for under the different conditions, both political and economical, such a step would result in inevitable failure. But to study these pages and use the experience and concrete results of Denmark's excellent rural school system, in form so modified as to make it applicable here, is a thing greatly to be desired.

* * *

"The New Barnes Spelling Books," a language series; book one for third, fourth and fifth years, by Edward Mandel. Published by the A. S. Barnes Company, New York.

The chief characteristic of these spelling books is that while the words are graded according to difficulty, the basis of compilation is typical and not formal. They are related in thought and are usually associated in context, instead of the plan formerly followed of grouping words according to orthographic difficulties, even though creating thereby a heterogeneous mass, deemed by the author to be uninteresting and unnecessarily difficult.

* * *

"The Junior Assembly Song Book," edited by Frank R. Rix. Published by the A. S. Barnes Company, New York. Price, 38 cents.

This song book has been prepared by the author to meet the demand for a song book adapted to the needs of the junior assembly. The book is in accord with the Assembly Song Book and High School Assembly Song Book, by the same author. In general, these songs are such as all children ought to know, and are particularly adapted to the upper primary and lower grammar grades.

* * *

"Psychology of High School Subjects," by Charles Hubbard Judd, professor of education of the University of Chicago; published by Ginn & Company, 29 Beacon St., Boston, Mass.; price, $1.50.

This book discusses certain mental processes with reference to the various subjects taught in the high school.

The discussions of these practical school problems are in each case introduced by summaries of the psychological facts which the teachers should know. For example, the psychology of language and the psychology of space perception are fully explained. The problem of formal discipline is treated in a new and productive way. The characteristics of the period of adolescence are set forth in their relation to the stages of mental development which are typical of the elementary school.

The book is of importance to all students of high school problems—superintendents, principals, teachers and college students who are preparing to become teachers. Intelligent parents will also find in these pages much that is helpful in solving problems relating to the education of the individual child.

* * *

"Ward's Counting and Table Drill Book," by Mary A. Ward and Benjamin Veit; published by D. C. Heath & Company, Boston, Mass.

This little book is a novel innovation, and is entirely composed of arithmetical charts. These charts can be used to good advantage for drilling upon fundamental points wherein a pupil may show a weakness. The charts apply to the fundamentals of arithmetic in the lower grade up to the seventh and eighth years, giving the book a very large range.

Frequent drill as herein laid out when a pupil shows a weakness in that direction, or to firmly fix the numbers or their combinations in mind, when such work is still new to the pupil, would quickly correct what seems in some to be a tendency to be poor in arithmetic, and would encourage a child to take hold more firmly upon a subject naturally distasteful to some.

* * *

"Dictation Day by Day," a modern speller for seventh and eighth years, by Kate Van Wagenen; published by the Macmillan Company, 66 Fifth Ave., New York; price, 24 cents.

One asset of these books is absolute simplicity, so as to conform to a standard that the average child is able to master. The frequent repetition of troublesome words in every grade of the series is also a help to the children, and tends toward better results.

* * *

"The Rythms of Childhood," by Caroline Crawford and Elizabeth Rose Fogg. Published by the A. S. Barnes Company, New York and Chicago. Price, $1.50 net.

This is a book of simple folk music, and rythms for children. There are several prominent types in the rythms given, principally the characterization of some of the happy and the sad moods of childhood. But their selection and composition is such as to give the child the significance of music as a language, and to train in that language, character and emotion.

* * *

"Novelas Cortas," by Don Pedro A. de Alarcon; edited with notes and vocabulary by W. F. Giese, A.M., Associate Professor of Romance Languages in the University of Wisconsin. Published by Ginn & Co., 29 Beacon St., Boston, Mass.

These stories from Alarcon have been edited and are presented in a form that should appeal to the student of Spanish. The style is easy and the interest of the stories with the side lights they throw on Spanish life and history, lessen the labor by increasing the interest in the subject. The stories are fully annotated, and all notes are further explained by an idiomatic commentary. The stories are as complete as class-room uses will permit.


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### Asking a Concession

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"Will you let me skip my bath, Saturday, if I do?"

own."

* * *

### Not Yet

A certain teacher of manual arts was everlastingly arguing the futility of ancient language study. His friend, the pharmacist, opposed his ideas. Said the teacher:

"Latin is a dead language, is it not?"

"Well," the pharmacist answered as he looked at a long prescription, "sometimes I think it's a dead language, and then again I get an idea that it's pretty lively, killing people on its own account."

### A Rhythmical Criticism

Prof. Brander Matthews was talking of certain past participles that have fallen into disuse:

"The past participle 'gotten' has gone out in England, altho it still lingers on with us. In England gotten is almost as obsolete as 'putten.' In some parts of Cumberland the villagers still use gotten and putten, and a teacher once told me of a lesson on the past participles wherein she gave her pupils an exercise to write on the blackboard.

"In the midst of the exercise an urchin began to laugh. She asked him why he was laughing, and he answered:

"'Joe's put putten where he should have putten put'."

* * *

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* * *

Yes sir, I allus have believed Providence does everything fer the best!"

"How 'bout that March hurricane?"

"Split the kindlin' wood—just stove length."

"Well, how 'bout the airthquake?"

"Swallered the land 10 minutes 'fore the sheriff come to levy on it—praise God!"

* * *

### FOOLING HIMSELF

J. F. Hartz of Detroit, the dean of the American Surgical Trade Association, said at the 50th annual convention in New York:

"The war has kited the price of carbolic acid up to $1.65 a pound—it sold before the war at nine cents a pound. The hospitals that use carbolic now have to be as economical and sparing as old Josh Lee.

"Old Josh Lee was a miser, and he breakfasted every morning on oatmeal. To save fuel he cooked his week's supply of oatmeal on Sundays. This supply, by time Saturday came around, was pretty stiff and tough and hard to down.

"One Saturday morning old Josh found his oatmeal particularly unappetizing. It had a crust on it like iron. He took a mouthful of the cold, stiff mixture—then he half rose, thinking he'd have to cook himself some eggs.

"But he hated to give in. He hated to waste that oatmeal. So he took out the whisky bottle, poured a generous glass, and setting it before his plate, he said:

"'Now, Josh, if you eat that oatmeal you'll get this whisky; and if you don't you won't.

"The oatmeal was hard to consume, but Josh, with his eye on the whisky, managed it. Then, when the last spoonful was gone, he grinned broadly, pouring the whisky back into the bottle again, and said:

"'Josh, my son, I fooled you that time, you old idiot!'"

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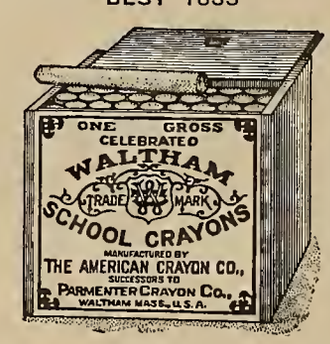


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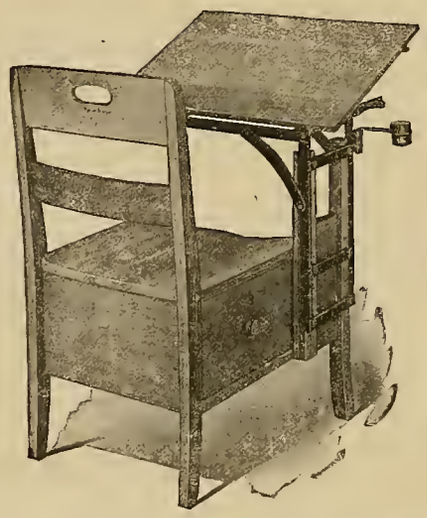

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